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# Let's Play *Yees!*

The Board Game that Supports the Mental Health of Young People

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<p>This Bachelor's Thesis was carried out in collaboration with Youth Mental Health Association Yeesi, where I volunteered, before the thesis idea was suggested to the association. It was thereby known in advance, that the idea was well suited for Yeesi.</p> <p>The main goal was to produce an empowering board game that could support and strengthen the mental health of young people. The second significant aim was to develop the board game into a strengths-based tool for professionals working with young people. The game's features and aims matched those of Yeesi, and the association wanted the game to become a trademark product that could be distributed for professional use. The game is based on theories concerning mental health, mental well-being, strengths-based work, and empowerment.</p> <p>15–19-year-olds from two high schools and one vocational college participated in the development of topics for the game. The draft version of the game was tested in one high school and two vocational colleges. Thus there was a total of three test sessions. In between them, changes and improvements were made to the game.</p> <p>Based on all three test sessions, the majority of feedback from the students and teachers was positive, and their improvement suggestions were used to develop the game further during a post-testing internship at Yeesi. Yeesi and I decided that the game would be dispersed via the internet to high schools, vocational colleges, and various organizations that work with young people. In addition to the printable format, it is possible that a cardboard version of the game will be published and distributed to youth centers and other establishments that do youth work.</p>	
Keywords	mental health, mental well-being, empowerment, self-empowerment, strengths, strengths-based work, positive psychology, social pedagogy, social skills, board game

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<p>Tämä opinnäytetyö toteutettiin yhteistyössä Nuorten mielenterveysseura – Yeesi ry:n kanssa. Opinnäytetyön tekijä toimi kyseisessä seurassa vapaaehtoisena ennen opinnäytetyön idean ehdottamista seuralle, ja siksi oli jo etukäteen tiedossa, että idea sopisi Yeesille.</p> <p>Opinnäytetyön päätavoite oli luoda voimaannuttava lautapeli nuorten mielenterveyden tukemiseen ja vahvistamiseen. Toinen tärkeä tavoite oli kehittää lautapelistä voimavaroihin perustuva työväline nuorten parissa toimivien ammattilaisten käyttöön. Pelin ominaisuudet ja tavoitteet myös vastasivat Yeesi ry:n toimintaperiaatteita, ja pelistä aiottiin luoda Yeesille tavaramerkki, jonka he levittäisivät ammattikäyttöön. Peli pohjautuu teorioihin mielenterveydestä, mielen hyvinvoinnista, voimavaratyöskentelystä ja sosiaalipedagogisesta voimaantumisesta.</p> <p>Pelin aiheiden kehittelyyn osallistui kahden lukion ja yhden ammattikoulun 15–19 –vuotiaat nuoret. Lautapelin luonnosversiota testattiin kahdessa ammattikoulussa ja yhdessä lukiossa. Testikertoja oli yhteensä kolme ja niiden välissä peliä muokattiin paremmaksi.</p> <p>Kaikki testaukset johtivat enimmäkseen myönteiseen palautteeseen sekä opiskelijoilta että opettajilta, joiden parannusehdotukset otettiin huomioon myös pelin jatkokehittämisessä. Jatkokehitys toteutui testausten jälkeen alkaneessa työharjoittelussa Yeesi ry:ssä. Yeesin kanssa päätettiin, että peli levitettäisiin internetin kautta lukioille, ammattikouluille, järjestöille ja muille nuorten parissa toimiville tahoille. Tulostettavan version lisäksi on mahdollista, että pahversio pelistä julkaistaan ja jaetaan nuorisotiloihin ja muihin paikkoihin, jotka tekevät nuorisotyötä.</p>	
Keywords	mielenterveys, mielen hyvinvointi, voimaantuminen, vahvuudet, voimavaratyöskentely, voimavarat, sosiaalipedagogiikka, positiivinen psykologia, lautapeli

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## 1 Introduction

The idea for this Bachelor's Thesis emerged from the wish to support, promote, and strengthen the mental well-being of young people. The decision to make supportive mental health work the subject of the thesis was based on a personal and professional interest in this particular area. There are few associations in Finland that focus entirely on supportive and pre-emptive, rather than rehabilitative, mental health work. Youth Mental Health Association Yeesi (Yeesi 2014), founded as recently as 2011, is one of the few with that particular focus.

The idea of a board game for young people's mental health was suggested to Youth Mental Health Association Yeesi. As a volunteering partnership with the association was already present, it was effortless to extend this to thesis collaboration, especially as the idea was well suited to the association. The mental health aims of the board game paralleled those of Yeesi. A board game was chosen as the medium of transmission, because young people tend to enjoy playing games. From the very beginning, it was agreed that the game would be published and distributed by Yeesi, as one of their products, for professionals that work with young people.

The game was intended to be empowering, with the idea that young people's mental health could thereby be supported, promoted, and strengthened. Yeesi works implicitly with an empowering approach, as it incorporates participatory methods in its main modes of work with young people. Due to the participatory phase of the game creation process, namely the part where young people participated in providing the background data for the game, Yeesi was a good fit for the game. The association's motto is "nuorilta nuorille", which translates as "from youth to youth" and shows its participatory and empowering approach; the organization has dozens of young people volunteering for the benefit of their own mental health and for that of their peers, hence the motto. Yeesi was a good match for the game also because it uses a strengths-based approach in its work with young people, and the game was intended to be a strengths-based tool. A strengths-based tool also fits well with an empowerment approach, as the former can be very empowering.

The main aims of the thesis can be summarized as the following: create a board game that could support, promote, and strengthen the mental health of young people; use empowerment as the means of this support; and develop a strengths-based tool that can be utilized by professionals who work with young people.

The game creation process essentially involved four phases. The first phase was the acquisition of a background account from young people. This was done in order to map the mental well-being needs, issues, and challenges of the target group: 15–19 year-olds. The second phase involved the organization of the information, obtained from the young people, into categories or under umbrella themes, based on topics they brought up repeatedly. Phase three involved inventing game questions and tasks, based on the umbrella themes, as well as the creation of the game board layout, along with game instructions and general information about the game. The last phase involved testing the game on three separate occasions, as well as improving the game and its feedback acquisition, in between test sessions. Currently the game is being developed further and game distribution is planned for this upcoming winter.

## **2 Background and Context**

### **2.1 Young People of Finland**

This section will cover general information about my target group within the societal context of Finland. By the end of the year 2011, the total population of Finland was 5,400,267; young people aged 16–29 comprised approximately 18% of this total (Koste 2012: 10). Finland has specific legislation pertaining to youth. According to the Youth Act (72/2006), a young person refers to everyone under the age of 29. For the purpose of this thesis, however, everyone aged 15–19 are included in the target group for the game. This was decided together with Yeesi.

How are Finland's young people doing in relation to well-being, conditions of mental health, and related factors? Most of Finland's young people are satisfied with life, although satisfaction with their free time and financial situation is decreasing. On the whole, young people have good relationships with their parents, and almost half of them see their friends on a daily basis. Weekly alcohol consumption and the number of tobacco-smoking young people have both been decreasing, since the start of the 21<sup>st</sup>

century. However, young people's homelessness and youth unemployment have been increasing, and there are more than 50,000 socially excluded youth. Eight percent of school-aged youth don't have any close friends, and alcohol-abusing parents cause problems for every fourth young person. (Koste 2012: 7–8.) Furthermore, due to mental illnesses, there are more young people retiring on disability pension than ever before: 1,566 in 2011 alone (Koste 2012: 35). These are all serious issues and factors that affect young people's holistic well-being in detrimental ways and need to be addressed through services, such as youth work.

## 2.2 Youth Work in Finland

What is the nature of youth work in Finland and why is this relevant in the case of this thesis? In Finnish legislation, the Youth Act (72/2006) defines youth work as work that supports young people's growth and independence, promotes their active citizenship and empowerment, and encourages interaction between generations. Juha Nieminen has researched the nature of Finnish youth work and come to the conclusion that it serves four general functions: 1) socialisation, 2) personalisation, 3) compensation, as well as 4) resourcing and allocation (Nieminen 2008: 23). The first three functions are of particular interest for this thesis, because they are synonymous with the goals of the board game: the socialisation function is the act of supporting young people with growing into members of society; the personalisation function is about offering young people opportunities for personal growth as well as inspirational learning experiences; and the compensation function comprises guiding youth that have challenges with social inclusion, life control, self-actualisation, and equality (Nieminen 2008: 23–25). As the board game is meant for use in the sphere of youth work, it is important that its objectives correspond with the functions of Finnish youth work.

There are various organizations in Finland that do youth work, and it could be said that Yeesi is one of these organizations. If youth work is defined in terms of the Youth Act (72/2006), then any association that arranges activities for youth can be viewed as an organization that does youth work (Söderlund 2012: 195). In this sense, Yeesi is an association that does youth work, with just a specific focus on mental health promotion. Youth work done by municipalities and that done by associations are not mutually exclusive; instead, they support each other. Not only that, but in many localities, youth organizations function as youth service providers. (Söderlund 2012: 193.) Essentially,



Yeesi is a youth service provider, producing a supportive mental health service for the young people of Finland.

### 2.3 Mental Health Services for the Youth of Finland

There is a variety of mental health services for Finland's young people. On the most basic level, the professionals that look after Finnish youth's mental health are teachers, school nurses, and school social workers. Generally these non-specialists are responsible for primary care and early recognition of mental health problems in young people. In practice they do much of what is known as preventive or pre-emptive mental health work. Students can also get free help from a specialist professional, such as a school psychologist, whilst in primary, secondary, and tertiary education. Naturally, parents should also be sensitive to spotting mental distress in their offspring and accompany them to the local health centre if necessary. If the health centre considers the young person's mental health challenge to be severe, a referral to specialized mental health care can be arranged by a doctor. Specialized medical care usually involves evaluation and care by an adolescent psychiatrist or clinical psychologist. In case of emergencies, such as suicidal behaviour, no referral to specialized medical care is required; certain hospitals take care of psychiatric emergency situations around the clock. In addition to the free access to public services, there is the possibility of getting help from the private sector. Private mental health services are provided by clinics and psychotherapists. To help with the costs of private services, a young person can get financial support from their own health insurance and Kela, national social security.

Beside the public and private sectors, mental health services are provided by organisations, associations and foundations, which are referred to as third sector services. Numerous organizations produce all kinds of services, which are most commonly funded by RAY, Finland's Slot Machine Association, and free of charge to service users. The support and help provided by organizations comes in many forms: phone and online assistance, face-to-face crisis work, peer support, support persons, rehabilitation courses, and so forth. Most organizations provide the opportunity to participate in their activities through volunteerism, which is also a significant type of activity within Yeesi.

#### 2.3.1 Youth Mental Health Association Yeesi

Yeesi belongs to the collection of third sector mental health services and is a member association of The Finnish Association for Mental Health (FAMH), which gets its funding from RAY. Yeesi is also funded by Ray, but unlike its umbrella organization, Yeesi has a significantly lower threshold for those that want to volunteer, which is due to the different nature of its work. The association was founded as recently as 2011 and is a pioneer in giving young people the opportunity to promote and uphold the mental well-being of themselves and their peers through volunteering. It is the first association to do so in Finland.

The association offers strengths-based means by which everyone can strengthen mental health and reports on issues related to mental well-being. Its most significant channel of influence and communication is social media, which is understandable considering how much young people use social media currently. Yeesi has its own website, with a blogspot, Facebook page, Instagram, and Vimeo. Social media offers young people several ways to volunteer, according to their own interests, skills, and strengths: blogging, photography and video blogging called 'vlogging', for example.

Yeesi arranges and gets involved in all kinds of events, aiming to raise awareness of the importance of mental health for holistic health, including how we can all positively influence well-being overall. Young people can volunteer by planning, arranging and participating in events.

Yeesi also offers other low-threshold activities for young people, such as free of charge hobbies, like graffiti workshops. Any young person can participate and become part of a new community, make friends, develop their skills, discover their strengths, and thereby gain experiences of empowerment. Young people can get involved in the workshops by volunteering as facilitators or by being the participants that do their own graffiti art.

Yeesi visits schools and vocational colleges to spread awareness of mental health, its significance, and ways to maintain it. Simultaneously, the association provides information to the students about their activities, including volunteering opportunities. These visits are referred to as *Yeesi-promos* and volunteers can also conduct them. Workers and volunteers also encourage students to construct their own *Yeesi-piste*, which is like a living room for students on campus. The living room is supposed to meet the needs of the students and thus they decide what purposes it should serve. The students also

run the living rooms themselves. The idea behind the living room is that it could be a positive, relaxing place, which could raise community spirit and solidarity among the students, positively affecting their wellness and mental well-being.

Yeesi acknowledges that mental health is something we all have and hence something we should all care about and take care of as much as possible. Yeesi also knows that good mental health can be promoted and supported in significant and diverse ways.

### **3 Theory**

#### **3.1 Mental Health**

##### **3.1.1 Understanding mental health**

To begin with, it is necessary to have a mutually shared understanding of what is meant by *mental health* in this thesis. It seems that the most widely used and accepted definition of the term is the one provided by the World Health Organization (2007), which defines it as a state of well-being that entails recognizing your own potential, having the capacity to cope with life's challenges, working effectively, having good interpersonal relationships, and managing to make a contribution to the community. The long-term effects of the board game might bring about those elements of mental health defined by WHO: that young people would gain deeper insight into their full potential, attain a stronger sense of coping, function well and effectively in working life, have good relations with others, and have something good and meaningful to offer their community and society as a whole.

The WHO's definition of mental health, however, is insufficient for the purposes of this thesis. Mental health is such a broad, complex and jam-packed entity, that it cannot be defined satisfactorily based solely on the definition provided by WHO. As Hietaharju and Nuuttila describe, mental health is a state that changes throughout life and is hard to define, because it is affected by so many factors. They do, however, attempt to explain mental health in various ways: people are mentally healthy if they are able to independently cope with daily functioning, such as relationships, work, and free-time in such a way that they themselves and others don't suffer. (2010: 12.) Mental health can be seen as a resource, which upholds psychic functions that people constantly use and restore (Hietaharju & Nuuttila 2010: 14).

When discussion of mental health emerges, it is commonly and erroneously confused with discourse on mental illness, as if these two could not be separate phenomena. In fact, they can be distinct. Even the WHO (2007) recognizes this fact, as it states that mental health “is not just the absence of mental disorder”. Finnish sources agree with this line of thinking, especially the umbrella organization of Yeesi, the Finnish Association for Mental Health, which states in one of its course books: mental health is by its nature positive, and it does not just mean the absence of illness. When mental health and mental illness are separated from each other conceptually, it can be seen that mental health is more of a social concept, with an emphasis on life skills, than a medical one. (Karila-Hietala, Wahlbeck, Heiskanen, Stengård & Hannukkala 2013: 14.) Mental health is a relatively new concept within Finnish language, not emerging until the 1950s, and at that time it actually meant mental illness. Currently, though, mental health is viewed as part of health and a central resource in terms of holistic well-being. Such a resource-centred approach is salutary, emphasizing health, rather than pathogenic, which highlights illness. (Karila-Hietala et al. 2013: 11.)

Mental health refers to the experience of well-being and balance; it is associated with concepts such as good life and a balanced mind. To be mentally healthy does not mean, however, that a person’s mind could not intermittently contain anxiety, inadequacy, sadness, or even a diagnosed mental illness. Life naturally includes interpersonal problems, financial worries, job pressures, crises, and losses that challenge mental health in many ways. Therefore, what is essential is that there are protective factors, as well as coping elements, in a person’s life. The resources that support mental well-being are used and subsequently depleted on a daily basis, and therefore they ought to be strengthened on a daily basis as well. (Erkko & Hannukkala 2013: 29.)

Mental health is like a life skill that helps us face the challenges of everyday life. It is equally important for everyone, regardless of nationality, gender, or age. (Karila-Hietala et al. 2013: 5.) Mental health is an essential dimension of any person’s overall health, and it can refer to the functioning ability within a person. Mental health can be defined as equity or a resource that helps people function in their habitat, as well as manage a variety of life situations and their related demands. The Finnish Association for Mental Health has sought to highlight this perception of mental health as a positive resource. (Karila-Hietala et al. 2013: 7.) Yeesi has the same aim in relation to young people.

In summary, this functional thesis does not focus on mental illnesses or mental health problems, but rather on the question of how to support, promote, and maintain good mental health. Therefore, the assumption about the target group is that it already has adequate mental health, and that there are mainly just challenges to do with living that can interfere with that condition.

### 3.1.2 The mental health of young people

Like the mental health of other groups, the mental health of young people is also fragile and vulnerable to the effects of life's challenges and other powerful, external influences. The mental health of young people has been weakening for some time, and it is likely that this is related to the effects of modern society, with its materialist culture and media that do not promote a healthy self-identity (Furlong 2013: 185). Our contemporary culture tries to convince young people of the misleading belief that wealth and possessions bring happiness. Current media is also a source of mental anxiety for young people, because it bombards them with unrealistic expectations regarding body image. (Furlong 2013: 173–174.) Furthermore, young people are currently dealing with employment challenges that previous generations did not have, as the latter could hold on to the same job for life. The mental health of young people is also more vulnerable to stress and anxiety, due to this employment insecurity that they face now. (Furlong 2013: 172.) All these external threats, which young people's mental health has to manage somehow, functioned as motivation to create a game that could help them feel more empowered to do so.

Like in many other developed countries, the mental health of young people in Finland is vulnerable to the detrimental effects of society's influence. One such example is the kind of harmful images that advertising produces: advertising and media create social models of masculinity and femininity that are unrealistic, along with images that appeal to young people's need of being accepted (Toivio & Nordling 2013: 108). It is subsequently unsurprising if young people's mental health suffers as a result. In collaboration with Trend-magazine, The Finnish Association for Mental Health conducted an extensive on-line survey, which showed that almost 80% of young women felt that physical appearance is greatly significant for mental well-being and almost 40% believed they would be happier if they looked better; the disturbing ideals of physical appearance, the contradictions between sex roles, and the striving for perfection all expose young women to depression and eating disorders (Toivio & Nordling 2013: 102). Designed the

right way, a board game might support the move away from an imperfection and surface-focused youth culture to one in which young people realize their inner strengths and learn to utilize these in meaningful ways, subsequently supporting their mental health in the process.

### 3.1.3 Supporting mental health

According to The Finnish Association for Mental Health, supporting the mental health of young people is a component of pedagogical work; the support comes in the form of developing emotional and coping skills, strengthening the young person's self-knowledge, increasing the capacity of youth to stand disappointments and adversity in their life, as well as teaching flexibility when resolving conflicts (Erkko & Hannukkala 2013: 12).

One game objective included meeting several key purposes of mental health work with youth. In youth work it is possible to strengthen the resources that support young people's mental health. Personal identity is developed in situations in which young people have the opportunity to experience successes, as well as discover new skills and dimensions of themselves. Emotional skills are strengthened through discussion, functional activities, and creative means. It is also important to have discussions with young people regarding their life direction, values and attitudes, as well as dreams and wishes for the future. (Erkko & Hannukkala 2013: 29.) A mental health board game could enable young people to have such significant discussions with greater ease. Mental health promotion means the enhancement of well-being at the individual and community level; the idea behind this is a positive health perception, the thought of mental health as a resource and strength, which is accumulated and used throughout life. Mental health promotion is essentially well-being strengthening activity. A person's wellness can be increased by investing in the factors that produce health and well-being. In 2011 the European Commission stated that resource-focused or strengths-based work produces results: the capital invested in the promotion of young people's mental health is returned five-fold, within one to five years, compared to the capital invested. (Erkko & Hannukkala 2013: 13.)

Mental health promotion, conceptually, is not the same as illness removal or prevention. Symptoms and problems are prevented and cured. By comparison, mental health and related skills are strengthened and supported. (Karila-Hietala et al. 2013: 7.) Nev-

ertheless, mental health promotion and mental disorder prevention overlap in theory and practice. Promotion and prevention differ, however, in the sense that the aim of promotion is to protect, nurture and enhance the mental health of everyone, while the focus in prevention is on thwarting mental health problems and disorders, particularly by influencing high-risk groups. (Terveiden ja hyvinvoinnin laitos 2009: 7.) The goal of mental health promotion is to enhance positive mental health, which is a human right and resource that is necessary for social and economic development. Promotion strategies are directed at everyone, and the aim is to create individual and social conditions that enable optimal psychological and psychophysiological development. (WHO 2004: 16.)

### 3.2 Strengths-based Approach

#### 3.2.1 Explaining strengths-based work

The strengths-based approach is used in mental health work and also employed within social services. Some models of case management, including strengths-based, have been adjusted from the mental health field to work in the social field (Rapp 2006: 129). In the last decade, there has been a rising interest in creating strengths-based approaches to social work practice, especially case management, with a range of client groups, including young people, schools, and the community overall (Saleebey 2006: 2). Strengths-based work can be defined as the mobilization of individuals' strengths – resources, gifts, knowledge, abilities – so that they can reach their aims and dreams, as well as gain an enhanced quality of life on their own terms (Saleebey 2006: 1).

The strengths-based approach has much in common with positive psychology, but strengths authority Dennis Saleebey (2006: 300) argues that the strengths approach in social work practice actually predates the strengths ideas within positive psychology. There has already been a 20-year tradition of strengths-based work within social work, and the social psychologist Marie Jahoda wrote a book called *Current Concepts of Positive Mental Health* in 1958, which was 40 years before positive psychology emerged. Additionally, there are other disciplines that predate positive psychology, including the Russian *acmeology* and the South African *psychofortology*. (Peterson 2013: 10.) Positive psychology is even a relatively new and unappreciated sub-field within psychology itself. The social work field and the field of psychology share a long history of the problem-focused and pathology-based models; the strengths perspective

for social work practice grew primarily out of dissatisfaction with these models (Weick, Kreider & Chamberlain 2006: 116-117).

Positive psychology offers the following broad classifications of strengths: emotional, motivational, intellectual, and social. In each of these broad categories there are examples of strengths such as optimism, self-fulfilment, creativity, wisdom, originality, talent, empathy, relationship skills, pro-social behaviour, social opportunities, social network, and social support. (Aspinwall & Staudinger 2006: 143.) Deep realization and implementation of our own strengths can help us cope with everyday challenges and all kinds of life crises. The everyday challenges can encompass school and work –related tasks and stress, how to manage time effectively, finding employment, managing relationships, and so forth. Strengths are even more necessary when we want to effectively handle all kinds of life crises: unemployment, breakups and divorce, death of a loved one, separation of family members, experiencing or witnessing a tragedy, becoming a victim of physical or sexual violence, and so forth. Strengths-based work with clients is all about recognition and utilization of strengths in all kinds of life situations and settings.

### 3.2.2 Strengths-based approach in mental health work with youth

Dennis Saleebey (1996: 302) gets to the core of the strengths perspective in social work practice, when he states the point is to construct something that has lasting significance with clients, which means making the most of their resources, skills, wisdom, and motivation. The strengths-based approach can be described as the following: opportunity focused; centred on the aspirations of people; individuals as experts; emphasis on adaptive skills; reinforcing and developing values and commitments. Specific words are crucial to the strengths perspective, and *empowerment* is definitely one of them; it, among other significant functions, necessitates that professionals in the social field assist people in gaining insight into the issues that suppress them and support them in freeing themselves from these chains. (Saleebey 1996: 298.) Young people, like other groups, have a lot of issues oppressing them that strengths-based, empowering practice has the great potential to address: pressures and demands from culture, society, media, family and peers, of behaving a certain way, having a particular kind of lifestyle, reaching specific, strictly-defined goals, and so forth.



In mental health work, the strengths approach uses individuals' own resources, in order to support them in reaching four aims: to grow, to improve quality of life, to cultivate their problem-solving skills, and to manage stress and hardship (Spearman 2005: 47). All strengths can be empowering and supportive of mental health. For the purposes of the board game, an emphasis is on game questions that could bring insight into personal and social growth, interests, values, dreams, skills, including how to utilize all of these. Perhaps this insight could eventually lead to youth self-empowerment in the form of greater self-knowledge, healthy self-confidence, and stronger mental health.

A strengths-based approach is beneficial in supportive mental health work with young people, because it is empowering. It lifts up instead of bringing down; motivates toward self-initiative and self-direction; and inspires to self-express and self-navigate. Not only that, but a strengths-based approach appreciates the fact that young people do not enjoy being advised or instructed any more than adults. People are by nature autonomous and do not enjoy being controlled; nothing kills genuine youth participation like an adult, who is too directive (Larson 2010: 24). At the heart of strengths-based work is, in fact, a very non-directive and non-oppressive philosophy that works well with young people. Too often the working relationship between young people and workers is one in which the worker uses too much authority and control; the unbalanced power relationship ought to become egalitarian, based on equal partnership and sharing of power (Kam 2009: 125).

There are various applications for strengths-based work with young people. With youth within the field of social services and mental health, strength-based work is possible, for instance, through the process of personal strength assessment, strengths recognition, and finally strengths-based intervention. The strength domains taken into consideration in this kind of work are those of capacities, interests, and resources in different areas such as social, academic, athletic, artistic, mechanical, and cultural (Cox 2008: 20.) This kind of strengths-based work is usually carried out with youth in school settings, but not exclusively. Anyone that works with young people can encourage the latter to look at themselves from a strengths perspective and subsequently support them in realizing that they are the greatest resources for promoting their own development (Kam 2009: 123). The mental health board game encourages young people to recognize their own strengths, discuss them, and actively reflect on how to put them to good, practical use, in the present and future. It is about young people harnessing their

unique strengths in such a way that they and others can benefit from them as soon as possible in real life.

### 3.3 Empowerment

#### 3.3.1 Social pedagogy

Social pedagogy incorporates much that is beneficial for the mental health of youth. In addition to supporting personal growth, it encompasses social education: supporting the social growth of people into fruitful and effective members of society. Social pedagogy focuses on the integration of people in society, aiming to alleviate social exclusion and dealing with processes of human growth that are significant to their well-being. The point of social pedagogy is to stimulate the growth of people's social competence, social functioning, as well as social identity. (Hämäläinen 2003: 76.). If the social growth of people is sufficiently reinforced, their mental health is supported and maintained as well. Because well-being is a holistic condition, thus social pedagogy can be used to positively influence the mental well-being of young people.

One of several compelling, humanitarian, and benevolent ideas within social pedagogy is the great idea of creating a particular kind of fruitful environment for people. This would involve the formation of a "thriving garden" that would enable and stimulate young people's well-being, learning, and development of intrinsic resources (Eichsteller & Holthoff 2011: 33). A key intention of the board game was to build this kind of thriving, empowering environment for the target group.

#### 3.3.2 Empowerment and young people

Under the umbrella theme of social pedagogy is empowerment, which is central to the idea behind the *Yees!* game. For the purpose of this thesis, empowerment can be defined as: the capacity of individuals to take control of their circumstances, utilize power to reach their own aims, as well as the process by which they are able to help themselves and others to optimize their quality of life (Adams 2008: 17). In effect, this would mean that people's capacity to make choices and changes, which are positive and purposeful, is enhanced. It commonly also means that their assets are developed and utilized toward beneficial and meaningful outcomes. Empowerment is a diverse concept that can be linked to any facet of social work, in an area such as mental health (Adams

2008: 17). In numerous studies, empowerment has been found to link with positive outcomes, including improved mental health (Pearrow & Pollack 2009: 48).

Modern society is increasingly more unpredictable, risk-prone, and insecure for the young people of today, so it makes sense to turn to empowerment for support. Indeed, at the core of empowerment, is the idea that social pedagogues ought to facilitate conditions that open up fluid choices in what course-of-action to take, rather than restricting possibilities, as people are attempting to pilot through unknown territory (Eichsteller & Holthoff 2011: 45). If empowerment is one of the means by which young people can help themselves through the current challenges of society and culture, then should they not be supported in this endeavour by making resilient self-empowerment, not just possible, but a concrete reality?

In addition to improving a young person's sense of identity, self-sufficiency and emotional safety, empowerment can increase the confidence needed to develop complex decision-making skills necessary in adult life. Thus it could even be argued that, from the perspective of young people's growth, "empowerment serves a unique and important purpose for youth". (Risler & Holosko 2009: 59.) In order for young people to become empowered, we need to encourage them to think about their experiences and beliefs, including finding the content and method of their own personal expression. (Payne 2009: 144).

The sphere of self-empowerment draws partially on knowledge from developmental psychology and social psychology regarding self-development to optimize individual growth and human potential (Adams 2008: 90). This is unsurprising, considering the fact that social pedagogy is a multidisciplinary subject. A focus on self-empowerment essentially means concentration on *power from within*, which is best described as: deepened individual consciousness, enhanced confidence, awareness of choices, broadened ambitions, and the capacity to turn dreams into action (Luttrell & Quiroz 2009: 9). As has become apparent, there is a tight relationship between the strengths-based approach, in mental health work, and empowerment; the developmental approach capitalizes on individuals' personal capacity, abilities, gifts and power, and empowerment is at the essence of the strengths perspective (Spearman 2005: 47). If youth gain a sense of being valuable, and a sense of agency, this is all about empowerment, and they are thereby more likely to seek out meaningful and purposeful roles in

society – roles in which they can make a contribution, serve others, and do good deeds (Rose 2006: 237).

### 3.4 Game Design

#### 3.4.1 Defining games

In order to have a mutual understanding of the word *game*, it would be good to have a shared definition of the concept. The game design professional Ville Vuorela (2007: 16) states that, from the perspective of players, playing games is meant to be non-productive entertainment, which has an initial situation, rules, and a goal. However, much more elaborate definitions exist as well, such as this one provided by Kinzie and Joseph (2008: 644):

A game is an immersive, voluntary and enjoyable activity in which a challenging goal is pursued according to agreed-upon rules. The game provides a safe environment for taking chances and the opportunity to develop the knowledge and refine the skills required to succeed.

Most definitions of games seem to have certain elements in common: rules and a defined goal are present, without exception. Obviously, the board game also had to incorporate rules and a clearly defined goal, but besides these expected and necessary elements, creative freedom could be exercised regarding other characteristics the game would encompass. The fact that the game ought to be voluntary, immersive and enjoyable, are a given, but then there were other, more complex features that needed to be taken into consideration.

There was the objective that the game would facilitate insight and enhanced self-awareness in its players. Although the original intention was not to create an educational game as such, the plan was that players could learn about themselves and others whilst playing the game. It is, in fact, very common that learning occurs during games, and it can even be argued that games are “very fundamental and powerful learning tools” (Koster 2013: 36). However, when young people think of the concept of learning, they often associate it with boredom. Keeping this in mind, the objective was to design a game during which learning would occur, but players would not feel bored. In the best case scenario, they might even begin to find learning interesting. Boredom tends to occur when thinking is not challenged and fascinated by new information. The veteran game designer Raph Koster (2013: 38) argues that boredom with certain

games happens in this way: if they fail to exercise the brain, they become boring. He goes further with this idea and states his belief that learning is, in fact, the most important way that people experience fun during games (Koster 2013: 40) and that “boredom is the opposite of learning” (Koster 2013: 42). This veteran game designer even identifies why learning is boring to many people: “the method of transmission is wrong” (Koster 2013:46). In many cases, it is not the subject matter, but the way in which it is taught, that is boring, and consequently significantly hinders learning. Therefore, a game could be a fun and creative method of transmission for the target group; the *how* is just as important as the *what*, and thus the choice of tool for the transmission process was purposeful.

### 3.4.2 Features of a great game

It is important to become familiar with the features of a good game, especially for someone completely inexperienced at designing games. Two favourite board games from my own youth were *Hotel* and *Trivial Pursuit*, and I enjoyed these two games for several reasons: they required thinking, and were thereby suitably challenging on an intellectual level; they required other players, and thus provided social interaction; they were both aesthetically pleasing, so I did not mind looking at the game boards for lengthy periods; and *Hotel* was a creative game, which made it great for me. Game maker professional, Ville Vuorela (2007: 22), recommends that all game makers explore the interactivity of their favourite game. This recommendation he intends more for those who hope to create games for a living, but his suggestion made me realize I wanted to incorporate the game features that I enjoyed about my favourite, childhood games: intellectual challenge, social interaction, visually pleasing, and creativity.

Besides thinking about the kind of elements that make a great board game, it was also important to consider the elements that make a poor one. Of course much of this distinction is based on a matter of taste, but several game experts seem to agree on the features that hinder the quality of board games. Saari (2007: 8) argues that the most significant problem with many traditional board games is the fact that playing them does not require thinking, decisions, or choices; rather they rely on dice-throwing and chance events. In fact, when the chance elements within a game are strong, this is a guaranteed way to get a board game enthusiast to dislike the game (Saari 2007: 13). At an early stage in the game reflection process, it was decided that the game would

include very few chance elements, if any. There were several reasons for excluding chance or luck features from the game: they can be an annoying and boring element in games; the game was intended to spur thinking and development; and chance or luck would defeat the purpose of the game, which is to support mental well-being through empowerment. Bad luck does not have an empowering effect on most individuals.

What then are some of the features that make games good? Personal preferences were already mentioned: intellectual, social, and creative, but what do game authorities say? Saari (2007: 8-9) claims that often the sign of a good game is a steady feeling of excitement or tension. Games can also be enjoyed for their intellectual challenges, experiences that feed imagination and creativity, as well as sociable entertainment. Not only that, but good games combine these features and incorporate an intriguing theme, with rich interaction between the players. (Saari 2007: 10-11.)

As the intention was to design a game that young people of both sexes would find enjoyable, features that would appeal to both needed to be incorporated into the game. Based on research regarding gender differences in game activity preferences of middle school children, Kinzie and Joseph (2008: 647) argue that the more a game includes different types of activities, the more players it will attract. This was one of the main reasons to incorporate a variety of activity modes into the game; hence *pantomime* and *sanasalitys* were included. Kinzie and Joseph (2008: 655) also discovered that boys preferred games involving an active mode, whereas girls had a more positive attitude toward a creative mode. There was no significant gender difference in preference for problem-solving play. Based on their research results, the authors suggested that educational play ought to have a focus on challenges, and that both genders ought to be offered opportunities to develop skills in less-preferred activities. (Kinzie & Joseph 2008: 657-658.) Even before reading the suggestions of these authors, it was decided that a feature of the board game would be to push both genders out of their comfort zone into unknown territory. Thereby they could see and experience that they possess capacity in an unfamiliar area and subsequently feel more self-empowered through this realization. In practice this would mean that during the game both genders would engage in activities that were not an initial preference for them; thus boys might discover dormant skills in the creative mode, and girls might make similar discoveries in the active mode. So as not to exclude either of the sexes, the game was also made inclusive by incorporating features that appeal to both. Hence the game includes a lot of conver-

sation, which girls tend to enjoy, as well as pantomime, which might be more appealing to boys, due to the physical activity it involves.

### 3.4.3 A board game instead of an online game

Considering the widespread and prevailing digital age we are living in, it possibly ought to be explained why a computer or internet game was not chosen as the medium of transmission. There were several reasons for creating an off-line game instead of an online one. Firstly, young people are showing increasing signs of excessive internet use, and the more online surfing, the less life satisfaction. Youth are also playing more than enough games online, so there is the legitimate concern of them getting addicted to online gaming. (Guan & Subrahmanyam 2009: 352.) Excessive internet use causes all kinds of problems in many areas of life, including studies, relationships, finances, work, and physical health (Björklund, Heiskanen & Kokko 2011: 38). If these areas of life suffer, mental health suffers as well. A board game can draw young people away from the internet to socialize in actual reality, face-to-face, if only for a short time, and thus not contribute to the perpetuation of internet-related mental health problems.

Another good reason for choosing to do an off-line game instead of an online one is indeed the beneficial socialisation aspect of off-line games. Rather than looking at and interacting with a screen, the idea was to design a game that would get young people to look at and interact with each other. As the game expert Mikko Saari states, board games are an excellent form of social gaming and that, although you can play games in groups online, it is a completely different situation altogether to play a game with people who are sitting at the same table with you. He emphasizes this point by claiming that the person who plays alone on his computer misses out on a lot. (2007: 7.) Similarly, Jussi Keskitalo (2010: 122) contends that it is precisely this issue of encountering people in physical reality, rather than the virtual kind, that is one of the advantages of board games. Vuorela (2007: 20) makes the point that the sociability requirement of board games, and the need to be physically present in order to play them, have emerged as counter-forces against contemporary, hectic lifestyles and virtual communication. Good mental health indeed also requires that people sit down and take the time to enjoy each other's company restfully, without the need to rush; another reason to create an offline game rather than an online one. Because good mental well-being is linked to having good social skills, the idea was to create a board game that could en-

hance, develop and strengthen social skills, so that there would be a subsequent beneficial effect on the mental well-being of the players of the game.

An off-line game was also chosen, because that way anyone who works with youth can go out into the nature on warm spring, summer and autumn days to play the game. Playing the game outdoors would have the additional benefit of the positive effects that being in nature has on a person's mental wellbeing. Moreover, youth workers would not be dependent on computers in order to provide the means to play the game. As Keskitalo (2010: 123) puts it, in order to play a board game, one does not need a specific user interface, but rather the game can be played almost anywhere. Saari (2007: 7) also highlights this benefit and advantage of board games: they can easily be carried anywhere.

## 4 Implementation

### 4.1 Obtaining Background Data from the Target Group

#### 4.1.1 First attempt

There are plenty of functional theses that involve the production of a game, and the one that seemed most useful, in terms of generating game development ideas, was one that involved the production of a board game that could be used as a tool in supporting young people away from a life of violence (Korhonen & Loikkanen 2011). My ideas had much in common with this thesis: questions based on categories that would provoke discussion among the participants; a tool for workers and simultaneously a product that could support young people; feedback from participants regarding the final version of the game; and testing the game questions for effectiveness before publication of the game's final version. The purpose of a review is to get feedback regarding the game's instructions, the rough draft version of the board, and the functionality of the game questions (Korhonen & Loikkanen 2011: 43). However, I had aims, theoretical concepts, research methods, and ideas that differed from those of Korhonen and Loikkanen (2011): the objective was to support the mental health of young people, with empowerment as the means to this end; there would not be any factual questions, so that the game would not be used as a means of advising; lastly, the game questions would all be strengths-based and created on the basis of background data collected from the target group, henceforth referred to as the *background account*.



In order to get a better idea of the kind of empowering, strengths-based questions that were worth using in the game, Yeesi and I decided early on that we would try to reach out to youth at an event and ask them what they feel they need for mental well-being in their life. It makes sense to get a background account from the target group when you are doing a product for them, especially if you are unsure about their current needs (Vilkka & Airaksinen 2003: 57). Data used only for illustrative purposes suffices when conducting functional theses (Vilkka & Airaksinen 2003: 63).

Yeesi and I had a meeting in which we decided that we would conduct our background account at Finland's biggest ski-holiday event for young people: Reaktori. The event was held for the tenth time in February 2014. Yeesi had its own stand at the event, including various tasks for youth, one of which involved answering a question related to the game: Which of these themes is most important to you - *A*, *B*, or *C*? The letters had a main heading, or umbrella theme, and two sub-questions that could help the young people answer the question. All they had to do was quickly reflect on the brief questions under each letter and then place a ball in a tube that was labelled with the letter. For example, if they felt the questions under the letter *A* were most important to them, then they would place a ball in the tube that was labelled *A*. Unfortunately this first background account acquisition was a failure, but fortunately Yeesi and I had already come up with another plan.

There were many reasons the first data acquisition attempt did not work. Firstly, the average age of the young people at the event was lower than we had anticipated, and subsequently the vast majority was not in the intended target group for the game. The girls and boys at Reaktori were mostly 9-12 year-olds, and that age range was too low for the game. The manner in which the children answered the main question related to the game at the event also proved that the whole idea of the game was too mature for them. For example, most of the children quickly put a ball in any box without even reading the sub-questions, impatiently demanding something in return, such as candy or gum. Of course I could not acquire a reliable and representative background account, based on such choices made hastily and without any thought given to them. The second reason for the failure was the fact that no matter what theme and questions were under the middle tube *B*, it still gathered the most balls. We first had a specific theme and sub-questions for *B*, and then switched the theme and sub-questions for those under another letter, and still got the same result: tube *B* got the most balls, regardless

of its theme and sub-questions. Again, this proved that our data collection method was flawed, because the placement of tube *B* evidently mattered more than any theme and sub-questions that *B* did or did not encompass.

#### 4.1.2 Second attempt

Before the ski-holiday event, Yeesi and I decided that if that background data gathering method does not work, then we would hold a social gathering at the organization's private premises, in order to consult a group of young people about their support needs regarding mental well-being. This way we could also control the age of the group and invite young people aged 15–19, the intended target group. We set the upper age limit at 19, because although in the legislation anyone under the age of 29 is considered youth, it did not seem wise to strive for a target group of 15 to 28-year-olds. A 15 year-old is likely to have very different mental well-being needs compared to a 28-year-old. Another reason for this decision regarding the target group's age range was that the game seemed most beneficial to young people in secondary education.

After discussing whether a social gathering was the best way to acquire a background account from the target group, we decided to reject the idea for a better one. One Yeesi worker suggested going to schools to obtain the information straight from students within the game's age range. Subsequently the workers emailed high schools and vocational colleges with which they collaborated and three replied that I could visit their classes to obtain the information I required for the benefit of the game.

First I went to Vaskivuori Upper Secondary School and obtained a background account from the high school's first year health knowledge class. There were 32 students of which six were male, and the pupils were aged 16 and 17. I explained to the class what I was there to do and then split them in to five roughly equal-sized groups. I had prepared five posters that were approximately A2-sized, each with its own theme, and then gave each group one of the posters. The themes were: *hyvinvointi* (well-being), *nuorten haasteet* (young people's challenges), *mielen hyvinvointi* (mental well-being), *nuorten arvot & unelmat* (young people's values and dreams), and *hyvä lautapeli* (good board game). Each theme was accompanied by helping questions that served the purpose of aiding the students in thinking about the themes. Each group of students dealt with each theme for 10 minutes, writing on the posters whatever came to mind about the themes [See Appendix 1, 1(1), for a photo of the filled-in posters]. The students'

poster answers are visible in Table 1, with the exception of one theme, *hyvä lautapeli* (good board game), the answers to which are visible in Table 4. The highlights in purple, blue, green, and orange represent reoccurring topics that the students mentioned in all three educational institutions that I visited. As they seemed like important and primary topics to the young people, I decided to use them as the topics of the game questions. The highlights represent the following topics: purple – *ihmissuhteet* (relationships), blue – *oma juttu* (own path), green – *voimat* (strength), and orange – *maailma* (world).

Table 1: data from students in Vaskivuori Upper Secondary School

Hyvinvointi	Mielen hyvinvointi	Nuorten haasteet	Nuorten arvot & unelmat
<ul style="list-style-type: none"> <li>- fyysinen, sosiaalinen, psyykinen (liitoksissa toisiinsa &amp; kun nämä tasapainossa, ihminen voi hyvin)</li> <li>- tavoitteet</li> <li>- tasa-arvo</li> <li>- ihmisoikeudet</li> <li>- ei liikaa stressiä</li> <li>- ravinto &amp; hyvin syöminen</li> <li>- uni</li> <li>- kaverit</li> <li>- perhe</li> <li>- rakkaus</li> <li>- ihmissuhteet</li> <li>- terveydentila</li> <li>- onnellisuus</li> <li>- itsetunto</li> <li>- toimeentulo (taloud.)</li> <li>- harrastukset</li> <li>- liikunta</li> <li>- opiskelu</li> <li>- ympäristö</li> <li>- vapaa-aika</li> <li>- onnistumisen tunne</li> <li>- itsensä toteuttaminen</li> <li>- vapaus</li> <li>- merkittävyyden tunne!</li> <li>- työ</li> <li>- seksuaalisuus &amp; seksi</li> <li>- tasapainoisuus</li> <li>- itsestään</li> <li>- huolehtiminen</li> <li>- tunne, että itsestä välitetään</li> </ul>	<ul style="list-style-type: none"> <li>- ystävät!</li> <li>- perhe!</li> <li>- parisuhde</li> <li>- ihastumisen tunne, yms. piristykset, esim. pieni flirtti</li> <li>- seksi</li> <li>- vaikuttaa kaikkeen</li> <li>- kotiolot</li> <li>- harrastukset!</li> <li>- itsetunto</li> <li>- ruoka &amp; hyvä ruoka!</li> <li>- ihmissuhteet!</li> <li>- onnistumisen tunne!</li> <li>- liikunta, fyysinen hyvinvointi!</li> <li>- yhteenkuuluvuus!</li> <li>- tasapainoinen mieli!</li> <li>- vaikuttaa käyttäytymiseen</li> <li>- ilmapiiri</li> <li>- jaksaminen</li> <li>- motivaatio!</li> <li>- kannustus!</li> <li>- vaikuttaa ympäristöön</li> <li>- itsensä kokeminen rakastetuksi</li> <li>- rakkaus</li> <li>- ulkoilu</li> <li>- mieli voi hyvin, kun ajatukset, sanat ja teot ovat harmoniassa</li> <li>- ulkonäköpaineet &amp; syömishäiriöt</li> <li>- mielenterveyshäiriöt</li> <li>- tuki</li> </ul>	<ul style="list-style-type: none"> <li>- itsetunto</li> <li>- ulkonäkö</li> <li>- muoti-ilmiöt</li> <li>- koulutus</li> <li>- tulevaisuus</li> <li>- ajankäyttö</li> <li>- tietämättömyys</li> <li>- rasismi</li> <li>- uskonto</li> <li>- samaistumisen tarve</li> <li>- yhteiskunnan odotukset/ vaatimukset</li> <li>- raha!</li> <li>- seksuaalinen suuntautuminen</li> <li>- media &amp; sen luoma kuva ihanneulkonäöstä</li> <li>- ei uskalleta tehdä omaa juttua median tai muiden hyväksynnän takia</li> <li>- ihmissuhteet</li> <li>- hyväksyntä &amp; seuraukset: <ul style="list-style-type: none"> <li>- päihitteet?</li> <li>- syrjäytyminen?</li> </ul> </li> <li>- perhe/koti</li> <li>- koeviikko</li> <li>- sairaudet</li> <li>- perheen taloud. tilanne</li> <li>- "ei vaan jaksa"</li> <li>- motivaatio</li> <li>- tasa-arvo</li> <li>- työelämä</li> <li>- vastuu</li> </ul>	<ul style="list-style-type: none"> <li>- koulutus</li> <li>- yhteenkuuluvuus (ystävät, perhe)</li> <li>- hyvä työ!</li> <li>- terveys!</li> <li>- onnellisuus!</li> <li>- mahdollisuus matkustaa</li> <li>- ihmissuhteet</li> <li>- onnistumisen tunne</li> <li>- rakkaus! / ihastuminen</li> <li>- itsevarmuus</li> <li>- hyvä rahatilanne</li> <li>- hyvä asuinpaikka</li> <li>- yksityisyys</li> <li>- perheen luominen</li> <li>- hyviä ystäviä</li> <li>- tyytyväisyys</li> <li>- hyväksytyksi tuleminen</li> <li>- ikuinen rakkaus</li> <li>- vapaus!</li> <li>- seksi</li> <li>- elämässä pärjääminen</li> <li>- elämästä nauttiminen</li> <li>- ura</li> <li>- maailman näkeminen</li> <li>- tasapainoinen elämä</li> <li>- ei voi vastata (joku haluaa murhata kaikki, joku pelastaa koko maailman)</li> <li>- turvallinen lähipiiri</li> <li>- kunnianhimo</li> <li>- ei voi yleistää; kaikilla omat</li> <li>- jotkut arvostavat</li> </ul>

<ul style="list-style-type: none"> <li>- antaa itselleen aikaa, jos tarve</li> <li>- osata itse huolehtia nautinnoistaan, esim. rentoutuu &amp; hemmottelee ilman huonoa omatuntoa</li> </ul>		<ul style="list-style-type: none"> <li>- kiusaaminen</li> <li>- unen puute &amp; väsymys</li> <li>- riidat</li> <li>- rakkaus → ero</li> <li>- ryhmäpaine</li> <li>- sosiaalinen media</li> <li>- vanheneminen</li> </ul>	<ul style="list-style-type: none"> <li>"coolittua", toiset itsevarmuutta</li> <li>- rehellisyys</li> </ul>
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After Vaskivuori Upper Secondary School, I went to Tapiola high school in Espoo. The class was part of a social psychology course, and it was attended by students in their second and third year of high school. The class had ten girls and four boys, and the pupils were aged 16–18. I used the same data collection method as before, with the same themes, and the students' answers are visible in Table 2.

Table 2: data from students in Tapiola high school

Hyvinvointi	Mielen hyvinvointi	Nuorten haasteet	Nuorten arvot & unelmat
<ul style="list-style-type: none"> <li>- onnistuneita ihmissuhteita</li> <li>- tarpeeksi läheisiä ihmissuhteita</li> <li>- energisyys</li> <li>- reippaus</li> <li>- riittävä fyysinen kunto</li> <li>- itsensä hyväksyminen</li> <li>- psyykkinen hyvinvointi</li> <li>- hyvä olo</li> <li>- onnistumisen tunteet</li> <li>- optimistinen asenne</li> <li>- terveenä oleminen</li> <li>- riittävä uni/ lepo/ ravinto</li> <li>- tunne siitä, että on tärkeä</li> <li>- aamukahvi</li> <li>- terveelliset elämäntavat</li> <li>- elämykset</li> <li>- ajoittaiset elämän hurmoksen kokemukset</li> <li>- tyytyväisyys omiin saavutuksiin</li> </ul>	<ul style="list-style-type: none"> <li>- kokee olonsa hyväksi</li> <li>- tasapainoinen elämä</li> <li>- osaa ottaa järkevästi vastaan sekä hyvät että huonot asiat</li> <li>- sisäinen rauha</li> </ul> <p><b>siihen vaikuttaa:</b></p> <ul style="list-style-type: none"> <li>ihmissuhteet,</li> <li>traumat &amp; muut kokemukset, itsetunto, elämäntilanne, stressi, kaverien &amp; ammattiauttajien tuki, tukiverkosto, päihteet</li> <li>vaikuttavat hetkellisesti tai pysyvästi</li> </ul> <p><b>se vaikuttaa:</b></p> <ul style="list-style-type: none"> <li>oma käytös, elämän asenne, ihmissuhteet, omakuva, maailmankuva, psyykkiset voimavarat</li> <li>- elämänasenne, avoimuus uusille asioille</li> </ul> <p><b>se on terve asennoituminen itsen &amp; muihin</b></p>	<ul style="list-style-type: none"> <li>- parisuhteet &amp; kaverit</li> <li>- koulu</li> <li>- perheongelmat</li> <li>- työelämään pääseminen &amp; tottuminen</li> <li>- aikatauluttaminen</li> <li>- koeviikot &amp; deadlinet</li> <li>- ulkonäkö &amp; terveys</li> <li>- perheen asettamat menestymisvaatimukset</li> <li>- alkoholisekoilut</li> <li>- sopiva balanssi</li> <li>- päihteidenkäytön kanssa</li> <li>- sosiaaliset paineet</li> <li>- raha</li> <li>- koulukiusaaminen</li> <li>- harrastukset &amp; niissä pärjääminen</li> <li>- fiksu ajankäyttö ja – hallinta</li> <li>- kulttuuriset arvostukset (esim. maahanmuuttajilla)</li> <li>- uran valinta</li> <li>- vaatimuksiin &amp; odotuksiin vastaaminen (esim. koulu, koti, harrastukset)</li> <li>- kiire</li> </ul>	<p><b>1. nuorille tärkeät arvot &amp; asiat:</b></p> <ul style="list-style-type: none"> <li>- perhe &amp; ystävät</li> <li>- koulutus</li> <li>- tulevaisuus</li> <li>- harrastukset</li> <li>- mielenkiinnon kohteet</li> <li>- ihmissuhteet</li> <li>- tasa-arvo</li> <li>- luovuus</li> <li>- vapaus</li> <li>- itsenäisyys</li> <li>- hyväksytyksi tuleminen</li> <li>- raha</li> <li>- hyvä onni</li> <li>- menestys</li> <li>- hyvät perhesuhteet</li> <li>- luonnollisuus</li> <li>- puhtautta</li> <li>- avoimielisyys</li> <li>- onnellisuus</li> <li>- avoimuus uusille asioille</li> <li>- uudet kokemukset</li> </ul> <p><b>2. mitä nuoret arvostaa &amp; mistä he unelmoivat:</b></p> <ul style="list-style-type: none"> <li>- koulutus</li> <li>- terveys</li> <li>- matkustelu</li> <li>- hyvä työ</li> <li>- merkittävät saavutukset</li> <li>- rakkaus</li> </ul>

<ul style="list-style-type: none"> <li>- mielekästä tekemistä</li> <li>- perustarpeet täytettynä</li> <li>- mahdollisuus toteuttaa itseään</li> <li>- tukiverkko</li> <li>- rakastaa &amp; olla rakastettu</li> </ul>	<p><b>se vaikuttaa kaikkeen &amp; siihen vaikuttaa kaikki:</b></p> <ul style="list-style-type: none"> <li>hyvät ihmissuhteet,</li> <li>terveys, hyvä olo,</li> <li>fyysiset ominaisuudet,</li> </ul> <p>oma kokemus itsestään</p> <p><b>se tarkoittaa:</b></p> <ul style="list-style-type: none"> <li>hyvää oloa</li> <li>psykkisesti,</li> <li>hyviä/kivoja asioita tapahtuu, stressin vähäisyyttä</li> </ul>	<p><b>lannistaa:</b></p> <ul style="list-style-type: none"> <li>huonot maikat,</li> <li>huono koulumenestys,</li> <li>huono sää, riidat,</li> <li>huono itsetunto,</li> <li>ulkopuolisen kannustuksen puuttuminen,</li> <li>epäterveelliset elämäntavat</li> </ul>	<ul style="list-style-type: none"> <li>- läheisyys</li> <li>- avuliaisuus</li> <li>- onnellisuus</li> <li>- hyvännäköisiä ihmisiä</li> <li>- hyvä tulevaisuus</li> <li>- reiluus</li> <li>- rehellisyys</li> <li>- luottamus</li> </ul> <p><b>3. minkälaisia tulevaisuuden suunnitelmia nuorilla on:</b></p> <ul style="list-style-type: none"> <li>- tehdä sitä mistä pitää</li> <li>- perheen perustaminen</li> <li>- parisuhde</li> <li>- toimiva yhteiskunta</li> <li>- ympäristön säilyminen</li> <li>- hyvän tulevaisuuden takaaminen, raha, menestym.</li> <li>- matkusteleminen &amp; seikkailut</li> <li>- hyvinvointi &amp; hyvä elintaso</li> <li>- hyvä puoliso &amp; lapsia</li> <li>- omakotitalo</li> <li>- pitkä elämä</li> <li>- kokemuksia erilaisista asioista</li> </ul>
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After Tapiola high school, I visited Vantaa Vocational College Varia, the branch for young people that want to work in the restaurant trade as chefs, waiting staff, and so forth. It was the last week of spring term, so not many students were present; there were only five girls and four boys in the health knowledge class meant for first year students. As I got almost identical answers in relation to certain themes from the previous two settings, I decided to replace 2 themes with new ones. I replaced *hyvinvointi* with *hyvä elämä* (good life) and *nuorten arvot & unelmat* with *hyvä maailma* (good world). I used the same data collection method as before, and the students' answers are visible in Table 3.

**Table 3: data from students in Vantaa Vocational College Varia**

Mielen hyvinvointi	Nuorten haasteet	Hyvä elämä	Hyvä maailma
<p><b>1. Mitä kaikkea se pitää sisällään:</b></p> <ul style="list-style-type: none"> <li>- sitä, että mieli on terve eikä aivan sekaisin</li> </ul>	<p><b>1. Minkälaisia vaikeuksia tai ongelmia nuoret kohtaavat?</b></p> <ul style="list-style-type: none"> <li>- kiusaaminen</li> </ul>	<ul style="list-style-type: none"> <li>- läheiset</li> <li>- ystävät</li> <li>- koti</li> <li>- terveys</li> <li>- raha!</li> <li>- loma</li> </ul>	<p><b>1. Millaisessa maailmassa on hyvä elää?</b></p> <ul style="list-style-type: none"> <li>- jos kaikki olisi ilmaista</li> <li>- kaikki olisi terveitä!</li> <li>- hyvä sää!</li> <li>- kaikki on samanarvoisia!</li> </ul>

<ul style="list-style-type: none"> <li>- nukkuminen ja urheilu vaikuttaa</li> <li>- puhuminen</li> <li>- kavereiden kanssa oleminen</li> <li>- ruoka &amp; olut</li> <li>- pelko vaikuttaa</li> <li>- toiveikas tulevaisuuden suhteen</li> <li>- jaksaa tehdä asioita &amp; innostua</li> </ul> <p><b>2. Miten nuorten mielen hyvinvointia voisi tukea?</b></p> <ul style="list-style-type: none"> <li>- perhe</li> <li>- ystävät</li> <li>- koulu</li> <li>- liikunta</li> <li>- hyvä ruokavalio</li> <li>- hyvät elämäntavat</li> <li>- asioista puhuminen</li> <li>- Vantaa voisi antaa nuorille enemmän kesätöitä!</li> <li>- nuorisotilat!</li> <li>- Helsinki voisi antaa nuorille enemmän kesätöitä!</li> <li>- kiusaamiseen puututtaisiin enemmän</li> </ul>	<ul style="list-style-type: none"> <li>- perhe</li> <li>- kaverit → riidat</li> <li>- houkutus päihteitä kohtaan</li> <li>- perheväkivalta</li> <li>- muunlainen väkivalta</li> <li>- uhkapelaaminen</li> <li>- yksinäisyys</li> <li>- koulu</li> </ul> <p><b>2. Minkälaiset asiat stressaa, ahdistaa tai lannistaa nuoria?</b></p> <ul style="list-style-type: none"> <li>- koulu</li> <li>- paineet olla parempi</li> <li>- ulkonäköpaineet</li> <li>- haukkuminen</li> <li>- huono rahatilanne</li> <li>- perheriidat</li> <li>- sairaus</li> <li>- työ</li> <li>- ruoka</li> <li>- koulutehtävät</li> </ul> <p><b>3. Millaista tukea haasteisiin pitäisi saada?</b></p> <ul style="list-style-type: none"> <li>- keskustelu</li> <li>- kannustusta</li> <li>- perheen &amp; ystävien tukea</li> <li>- ammattilaisen apu</li> <li>- kaikilta tukea</li> </ul>	<ul style="list-style-type: none"> <li>- lemmikit</li> <li>- seksi</li> <li>- liikunta</li> <li>- päihteet</li> <li>- kohtuudella (alkoholi)</li> <li>- työ</li> <li>- netti</li> <li>- hyvä palkka</li> <li>- tietokone</li> <li>- moottoripyörä</li> <li>- perhe</li> <li>- puhelin</li> <li>- parisuhde</li> <li>- hyvä koulutus/ ammatti</li> <li>- turvallinen elinympäristö</li> <li>- ruoka</li> <li>- hauska elämä</li> <li>- oma koti</li> <li>- auto</li> <li>- mopopauto</li> </ul>	<ul style="list-style-type: none"> <li>- alkoholi k-16</li> <li>- jos kaikilla on rahaa, se on arvoton</li> <li>- sosiaalisella asemalla ei olisi merkitystä yhteiskunnassa; köyhistä oloista tulevilla ihmisillä olisi samat mahdollisuudet kuin rikkailla</li> <li>- ei luonnon katastrofeja</li> <li>- ei sotia</li> </ul> <p><b>2. Mitä haluaisit muuttaa maailmassa?</b></p> <ul style="list-style-type: none"> <li>- ei rasismia</li> <li>- ihmiset ei näkisi nälkää</li> <li>- kaikki saa koulutuksen</li> <li>- kaikki olisi rikkaita</li> <li>- kaikki olisi vaaleaihosia (poikien kirjoittama); tyttöjen kommentti tähän: "aika tyhmä juttu"</li> <li>- romanikerjäläiset pois Suomesta</li> <li>- sossusta vaikeampi saada rahaa/ järkevämät syyt saada rahaa</li> <li>- luonnosta pidettäis parempaa huolta!</li> <li>- roskaamisesta mahd. sakkoja/ rangaistuksia</li> <li>- ajokortti 16v.</li> <li>- lapset saisi olla lapsia</li> <li>- ei sotia</li> <li>- ei pedofiileja</li> </ul>
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Table 4 shows the students' answers from both high schools and the vocational college regarding the theme *hyvä lautapeli* (good board game).

**Table 4: students' thoughts on a good board game**

Vaskivuoren lukio	Tapiolan lukio	Ammattiopisto Varia
<ul style="list-style-type: none"> <li>- selkeät säännöt</li> <li>- voittaminen ei riipu pelkästään onnesta</li> <li>- visuaalisesti miellyttävä</li> <li>- kiinnostava idea</li> <li>- iso haarukka pelaajamäärän suhteen</li> <li>- hauskuus</li> <li>- monipuolisuus</li> <li>- nuorten keskuudessa vallitsevia teemoja</li> </ul>	<ul style="list-style-type: none"> <li>- selkeät ohjeet!</li> <li>- hauska idea, eikä tylsistyt!</li> <li>- selkeä pointti!</li> <li>- visuaalisesti miellyttävä!</li> <li>- ei liian helppo eikä vaikea, sopivan haastava!</li> <li>- yhteisöllinen, sosiaalinen!</li> <li>- mukaansa tempaiseva</li> <li>- suunnatulle ikäluokalle sopiva!</li> <li>- hauska, viihdyttävä</li> <li>- informatiivinen, Trivial Pursuit</li> </ul>	<ul style="list-style-type: none"> <li>- Afrikantähti, jossa kerätään timantteja</li> <li>- Monopoly, koska saa tuntea itsensä rikkaaksi</li> <li>- mielenkiintoinen</li> <li>- Cookierun, kärsivällisyyspeli</li> </ul> <p><b>huono lautapeli:</b></p> <ul style="list-style-type: none"> <li>- pitkästyttävä, koko ajan jankataan samaa asiaa,</li> </ul>

<ul style="list-style-type: none"> <li>- pelillä selkeä "lopetus"</li> <li>- viihdyttävä ryhmäpeli</li> <li>- omaperäinen</li> <li>- oppia uutta hauskuuden kautta</li> <li>- ei lapsellinen</li> <li>- ei liikaa mietittävää</li> <li>- valinnanvaraa</li> <li>- kuvitettu</li> <li>- ryhmätöitä (Alias, yms.)</li> <li>- hauska</li> <li>- ei tylsiä peruskysymyksiä</li> <li>- aidosti ajankohtaisia ja hauskoja juttuja</li> <li>- esim. tehtäviä</li> </ul>	<ul style="list-style-type: none"> <li>- sopivan kestoinen, pika- ja pidempikestoisen versio</li> <li>- helppo kasata</li> <li>- suunnittelua ja juonikkuutta vaativa</li> <li>- monipuolinen</li> <li>- oivaltamisen mahdollisuus!</li> <li>- jännittävä</li> <li>- pitää kiinnostuksen yllä koko pelin ajan!</li> </ul> <p><b>hyviä lautapelejä:</b></p> <p>Alias!, Afrikan tähti, Monopoli, Cluedo, Trivial Pursuit, Twister, Pictionary (= piirrä &amp; arvaa)</p>	<ul style="list-style-type: none"> <li>- epäselvä, huonot ohjeet &amp; paljon muistamista</li> <li>- pitkä/kauan kestävä</li> </ul> <p><b>hyvä lautapeli:</b></p> <ul style="list-style-type: none"> <li>- hauska</li> <li>- monipuolinen, eri asioita, ei silti liian monimutkainen</li> <li>- yksinkertainen lautapeli on jees</li> <li>- alkoholipelit ovat hauskoja</li> <li>- sotapelit kehittävät havainnointikykyä</li> <li>- peli ei saa olla liian pitkä (monopoly)</li> <li>- lautapelit ovat aidosti sosiaalisia</li> </ul>
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As is visible from Table 4, I acquired useful information from the students, regarding the characteristics of a good game. Based on this information, and the four topics that emerged from the students' brainstorming sessions, I created game questions and tasks, grounded on the four topics: *Ihmissuhteet* (Relationships), *Oma juttu* (Own path), *Voimat* (Strength), and *Maailma* (World). The questions were chosen and modified, together with Yeesi, from a selection of more than 50 questions that I invented. The final selection was used in all three game testing sessions and is visible in Table 5.

**Table 5: game questions and tasks used in all 3 test sessions**

IHMISSUHTEET	OMA JUTTU	VOIMAT	MAAILMA
<p>1. <b>Kysymys:</b> Millä tavoilla olet hyvä ystävä?</p> <p>5. <b>Sanaselitys:</b> tunneside, läheisyys, myötätunto</p> <p>9. <b>Kysymys:</b> Keistä olet kiitollinen ja mistä syistä?</p> <p>13. <b>Pantomiimi:</b> Esitä yksi positiivinen tunne ja yksi negatiivinen tunne.</p> <p>17. <b>Kysymys:</b> Mitä kaikkea hyvää annat/antaisit</p>	<p>2. <b>Kysymys:</b> Mitä kaikkea voisit kuvitella tekeväsi työksesi ja miksi?</p> <p>6. <b>Sanaselitys:</b> mielekäs työ, ammatinvaihto, harrastus</p> <p>10. <b>Kysymys:</b> Mitä mielenkiinnon kohteita sinulla on?</p> <p>14. <b>Pantomiimi:</b> Esitä jokin harrastus &amp; työ.</p> <p>18. <b>Kysymys:</b> Miten vapaa-ajan</p>	<p>3. <b>Kysymys:</b> Mistä sisäisistä ominaisuuksistasi olet kiitollinen?</p> <p>7. <b>Sanaselitys:</b> asenne, sinnikkyys, motivaatio</p> <p>11. <b>Kysymys:</b> Jos sinulla on ollut stressaava päivä, miten rentoutuisit ilman rahaa?</p> <p>15. <b>Pantomiimi:</b> Esitä 2 terveellistä elämäntapaa, jotka auttavat jaksamaan.</p>	<p>4. <b>Kysymys:</b> Ketkä tai mitkä asiat inspiroivat sinua tekemään hyviä tekoja?</p> <p>8. <b>Sanaselitys:</b> itsenäisyys, reiluus, avuliaisuus</p> <p>12. <b>Kysymys:</b> Miksi tasa-arvo ja yhteistyö ovat tärkeämpiä kuin valta ja hallinta?</p> <p>16. <b>Pantomiimi:</b> Esitä 2 tapaa, miten ihmiset saastuttavat.</p> <p>20. <b>Kysymys:</b></p>

parisuhteelle?  <b>21. Sanaselitys:</b> hellyys, mielipaha, tuki  <b>25. Kysymys:</b> Millä tavoilla voisit ehkäistä kiusaamista ja lisätä yhteenkuuluvuuden tunnetta?  <b>29. Kysymys:</b> Mistä syistä on tärkeitä kommunikoida kasvotusten eikä pelkästään kännyköillä, tableteilla ja tietokoneilla?	puuhat (esim. harrastukset) voivat tukea töiden saamista ja työelämää?  <b>22. Sanaselitys:</b> oma unelma, itsensä toteuttaminen, vapaaehtoistyö  <b>26. Kysymys:</b> Miksi olisi tärkeää, että toteutat omia haaveita etkä tuttujen tai median asettamia ihanteita?  <b>30. Kysymys:</b> Mistä syistä olisi tärkeitä tavoitella muuta kuin julkiselämää?	<b>19. Kysymys:</b> Mistä syistä kannattaa huolehtia riittävästä rentoutumisesta ja unen saannista?  <b>23. Sanaselitys:</b> hyvinvointi, liikunta, ruokavalio  <b>27. Kysymys:</b> Mitä kaikkea elämässäsi arvostat?  <b>31. Kysymys:</b> Miten huolehdit järkevästä ajankäytöstä?	Mistä syistä olisi tärkeitä suoda kaikille samat vapaudet (sukupuolesta, seksuaalisuudesta, kulttuurista, uskonnosta ja uskonnottomuudesta riippumatta)?  <b>24. Sanaselitys:</b> ihmisoikeudet, osallisuus, välittäminen  <b>28. Kysymys:</b> Mitä kaikkea hyvää voisit tehdä, jotta ihmiset ja ympäristö voisivat paremmin?  <b>32. Kysymys:</b> Miksi vastuu on maailmassa yhtä tärkeää kuin vapaus?
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Obviously every game comes with basic information about the game, as well as instructions on how to play the game, so these are visible in Table 6. This version was the one used for the first game testing session, and it was approved by Yeesi.

Table 6: game information and rules

<p><b>Pelitetiedot ja –säännöt</b></p> <p><b>Hyvän mielen peli <i>Yees!</i></b></p> <p><b>Perustiedot</b></p> <ul style="list-style-type: none"> <li>• suunnattu 15-19 –vuotiaille nuorille, mutta toki myös vanhemmat pelaajat voivat pelata</li> <li>• pohjautuu taustatietoon nuorten hyvinvoinnista, mielen hyvinvoinnista, haasteista, vaikeuksista, arvoista ja unelmista</li> <li>• tarkoitus on voimaannuttaa nuoria ja siten tukea heidän mielen hyvinvointia</li> <li>• toteutettu yhteistyössä Nuorten mielenterveysseura Yeesin kanssa</li> <li>• sosionomiksi opiskelevan toiminnallinen opinnäytetyö</li> </ul> <p><b>Pelaajamäärä:</b> 6 nuorta pareittain  <b>Sosionomi/sosiaaliohjaaja, nuoriso-ohjaaja, opettaja tai muu työntekijä:</b> 1</p> <p><b>Pelin kulku</b></p> <p>Peli etenee maalia kohti ilman noppaa ja aikarajoitusta.</p> <p>Jokaisella ruudulla on oma numeronsa ja jokaisella numerolla oma kysymys tai tehtävä, jotka näkyvät paperista nimeltä ”Kysymykset ja tehtävät” [lyhenne: K&amp;T].</p> <p><i>Pelaajien ei ole tarkoitus perehtyä kysymyksiin tai tehtäviin etukäteen, vaan niiden on tarkoitus tulla</i></p>
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### **yllätyksenä.**

Tehtävät, eli *sanaselitykset* ja *pantomiimit*, saa suorittaa vapaamuotoisella tavalla.

Vastauksista ja tehtävien suorittamisesta pääsee tietyn määrän ruutuja eteenpäin.

Pelin aluksi arvotaan, ketkä aloittavat lähtöruuduista 1, 2, 3 ja 4. Vaikka tämä kuulostaa epäoikeudenmukaiselta, jokaisesta lähtöruudusta pääsee maaliin saman määrän (7) ruutuja suorittamalla, *koska lähtöruudusta 4 lähtevä saa ruudusta 27 lähtiessään edetä enintään 4 ruutua.*

### **Kysymykset**

Vuorossa oleva pelaajapari lukee oman ruudun kysymyksen ääneen ja vastaa siihen.

Kysymyksissä etsitään syitä, tapoja, vaihtoehtoja, tms. Enintään 6 vastausta per kysymys.

Jokaisen yksittäisen vastauksen perusteella pääsee ruudun eteenpäin (esim. jos keksit 4 tapaa, pääset 4 ruutua eteenpäin, jne.).

Kysymyksiin ei ole oikeita vastauksia, vaan pelaajien on tarkoitus esittää omia näkemyksiään.

Jos satut samalle kysymysruudulle vastapelaajan kanssa hänen jälkeen, et saa antaa samoja vastauksia kuin hän.

Ruutuja ei vastauksien määrästä riippumatta pääsee yli 6 ruutua eteenpäin, eli eteenpäin pääsee enintään 6 ruutua per vuoro.

Peliä ei voi voittaa yeesaamatta vastapelaajia edes kerran pelin aikana, jos he näyttävät tarvitsevan yeesiä jonkun kysymyksen kohdalla.

### **Sanaselitys**

Vuorossa oleva pelaajapari selittää sanoja mainitsematta sanaa itseään tai jotain sen muotoa.

Jos toiset pelaajat arvaavat selityksen pohjalta, mistä sanasta on kyse, pelaajapari pääsee ruudun eteenpäin.

Jokaisen sanaselitystehtävän kohdalla on 3 sanaa ja jokaisesta oikein arvatusta sanasta pääsee yhden ruudun eteenpäin eli parhaimmillaan pelaajapari etenee 3 ruutua.

### **Pantomiimi**

Vuorossa oleva pelaajapari näyttelee tai esittää 2 sanaa pantomiimi-tyyliin, eli mainitsematta sanaa tai mitään sen muotoa.

Jos toiset pelaajat arvaavat esityksen pohjalta, mistä sanasta on kyse, pelaajapari pääsee ruudun eteenpäin.

Jokaisen pantomiimitehtävän kohdalla on 2 sanaa, joten parhaimmillaan pelaajapari etenee 2 ruutua.

### **Ohjaajan rooli**

Ohjaajan kuuluu pääsääntöisesti pysyä sanattomana, ellei pelaajat näkyvästi tai kuuluvasti kamppaile jonkin kysymyksen tai tehtävän kanssa, jolloin hänen kuuluu yeesata vähän.

Ohjaaja selventää kysymyksiä ja tehtäviä pelaajille ainoastaan tarvittaessa. Hän huolehtii myös siitä, että sääntöjä noudatetaan.

Ohjaajan olisi tarkoitus olla rohkaiseva ja tukeva taustavoima, joka ei anna omia mielipiteitä kysymyksiin tai tehtäviin, vaan antaa nuorille vapauden pohtia omia näkemyksiään.

Jos ohjaaja huomaa, että jokin aihe synnyttää erityisen paljon mielenkiintoa pelaajien kesken, ryhmäkeskustelua olisi tarkoitus rohkaista.

~ ~ ~ ~ ~ ~

**Pelin idea, suunnittelu, kehitys ja toteutus:** Pamela Marianne Peltonen

**Yhteistyökumppani, kehitys ja toteutus:** Nuorten mielenterveysseura Yeesi

**Pelin aiheiden kehitykseen osallistuivat:** Vantaan ammattiopisto Varia (1.vuoden terveystiedon opiskelijat), Vaskivuoren lukio (1. vuoden terveystiedon opiskelijat),

The next table, Table 7, shows the game feedback form used in the first game testing session. This version was also approved by Yeesi. The feedback form was given to the players of the game immediately after they had finished playing it.

**Table 7: feedback form for game players**

IKÄ: SUKUPUOLI:
<b>Pelipalaute (ympyröi ja perustele vastauksesi yhdellä lauseella)</b>
<b>Oliko peli:</b>  Vaikea? Helppo? Sopivan haastava?
<b>Herättikö peli:</b>  Ajatuksia? Tunteita? Molempia?
<b>Minkälainen pelikokemus oli:</b>  Huono? OK? Kiva? Jotain muuta?
<b>Saitko uusia oivalluksia pelin aikana:</b>  Kyllä? Ei?
<b>Oliko peli motivoiva tai inspiroiva:</b>  Paljon? Vähän? Ei ollenkaan?
<b>Mikä oli sinulle mieluisin aihepiiri:</b>  Ihmissuhteet? Oma juttu? Voimat? Maailma?

Table 8 shows the observation form meant for the facilitator of the game, the professional working with the young people; in this case, their teacher (in the game instruc-

tions referred to as the *ohjaaja*). This form was approved with Yeesi before the first game testing session. The actual size of all observation forms was A4.

**Table 8: game facilitator's observation form**

**Pelin aikana tarkkaile:**

Miltä ohjaajan rooli tuntuu?  
 Mikä ohjaajan roolissa on haastavaa? Mikä helppoa?  
 Millä tavoilla ohjaajan rooli on tärkeä, vai onko se?  
 Miten pelaajat näyttävät suhtautuvan ohjaajaan?

**Ohjaajan pelihavainnot** (Kirjoitathan mahdollisimman selkeästi, jotta saan selvää tekstistäsi. Kiitos!)

—  
 —  
 —  
 —  
 —  
 —

I also wanted outside observers to make observations about the game testing session, so Table 9 shows the form created for them. Students that did not fit into the number of players needed for each game testing group became either a facilitator or an outside observer, with each one assigned to one group of players. This form was invented at the last minute, so Yeesi did not have the chance to check it before the first game testing session.

**Table 9: form for game observers**

**Tarkkaile pelin aikana:**

Mikä toimii? Mikä ei?  
 Millainen on pelitunnelma?  
 Miten ohjaajan rooli sopii peliin, vai sopiiko?  
 Mistä pelaajat näyttävät pitävän? Mistä ei?  
 Mitkä kysymykset ja tehtävät ovat epäselviä?  
 Mitä mieltä pelaajat ovat pelisäännöistä ja -alustan ulkonäöstä?

**Pelihavainnot** (Kirjoitathan mahdollisimman selkeästi, jotta saan selvää tekstistäsi. Kiitos avusta!)

—  
 —  
 —  
 —  
 —  
 —

Of course the game testing sessions required a rough draft of the game board layout, so that is visible next. This draft did not change much from the original one I created.

The game board appearance was meant to be simple, colourful, clear, and fun. When I showed the original to Yeesi in one of our developmental meetings, we decided that I would do a version with blue squares that matched the hue of blue that is characteristic of Yeesi, their signature blue colour. Beside that change, I also made the squares bigger, so that the players' game pieces would fit on the squares. The end result is visible in Figure 1, and this version was used in all 3 of the game testing sessions. The actual size of the game board layout is A4.



Figure 1: draft of game board layout for testing sessions

All the game material shown thus far was used in the first game testing session and here is a summary of the material: game board layout; game questions and tasks; observation sheets for the facilitator and outside observers; as well as the sheet of game information and rules. The sections to follow will cover information on all three game testing sessions, feedback, and changes made to game material.

## 4.2 Game Testing Sessions

### 4.2.1 Game testing session 1

Yeesi contacted several high schools and vocational colleges with which they had previously co-operated, and we did not expect three of them to respond so quickly, asking when I could visit to test the game. It was not my original intention to test the game three times for the purposes of this thesis, thinking that twice would be enough and more would just be an overwhelming amount of work, but I decided to see the positive side: 3 game testing sessions meant that more necessary and important improvements could be made to the game, in between test sessions. Not only that, but more testing and improvements at that point, meant that less was necessary further down the road, before game publication and distribution.

The first game testing session took place at Vantaa Vocational College Varia, the campus at Talvikkitie 119, where health and social services are taught. The students were studying mental health work, as part of a study unit called *Kuntoutuksen tukeminen* (Supporting rehabilitation). Several students did not show up that day, so unfortunately my first game testing session consisted of just 2 groups of players. Neither Yeesi nor I knew that most of the students would also not be within the intended target group age-wise; my target group was 15–19 year-olds, and the age range of these students was 18–26. Nevertheless, I made the most of it, and again looked at the positive side: this was my opportunity to see if young people older than my intended target group would or would not be appropriate.

First I briefly introduced myself and explained what I was there to do. I then gave everyone a chance to familiarize themselves with the game board and game instructions before beginning the game. I split the students into two test groups consisting of 6 female players each, as they would play in pairs. Their teacher functioned as a facilitator for one of the groups, and I asked the 26-year-old (the eldest student, male) to act as facilitator for the other group. One student was left over, so I made him an outside observer for the group with the student facilitator. Lastly, I gave each pair of players the chance to pick their own game piece, with which to play, from the collection I had brought with me. Then the games commenced.

It turned out to be a good idea not to include myself as a facilitator for either group, because both groups spontaneously shouted out questions to me, when something was unclear, and had I been stuck as a facilitator for one group, this would have been too disruptive to the flow of the game for that group. I also stayed as an external observer, because I needed to find out if or how the game would work without my in-

volvement. I needed to see if students and future professionals could use it, without my help, and what improvements would need to be made to the game, in order for that to be possible. Not only that, but I wanted game feedback to be as objective as possible, and my personal involvement as a facilitator might have made my observations too subjective. Nevertheless, I took notes of observations I made about both test groups throughout the testing session.

After clarifications, both groups played quite smoothly until the end, with even occasional instances of laughter. If player pairs ended up on the same square after another pair, they came up with creative solutions to this dilemma, as they could not give the same answers as previous players. Even the teacher, who acted as a facilitator for the other group, was impressed with the creative problem-solving skills of her students stating on her feedback form: “Huippukohta oli kun opiskelijat keksivät itse ratkaisun haastavaan tilanteeseen.” (translation: A climatic point was when the students themselves came up with a solution to a challenging situation). This teacher also unknowingly observed one of the key intentions of the game, which was to encourage solidarity and helping behaviour among the young people: “Oli hauska huomata, että opiskelijat olivat reilua toisiaan kohtaan ja auttoivat toisiaan.” (translation: It was fun to notice that students were fair toward each other and helped each other). [See Appendix 2 1(4) for all of this teacher’s observations].

One pair in one of the groups reached the goal in less than 50 minutes, and I gave the group the player feedback form immediately after they finished. The other group finished 10 minutes later and received their feedback forms, too. Tables 10 and 11 show a breakdown of the answers provided by the game players, including their comments. Not every student circled an option and not every student commented on each question, so that needs to be taken into consideration when observing the numbers and comments. One student even circled more than one option in one of the questions.

Table 10: circled answers of players (game testing session 1)

Q1. Oliko peli:	Vaikea?	Helppo?	Sopivan haastava?	
	0	2	10	
Q2. Herättikö peli:	Ajatuksia?	Tunteita?	Molempia?	
	10	0	1	
Q3. Minkälainen pelikokemus oli:	Huono?	OK?	Kiva?	Jotain muuta?
	1	4	7	1
Q4. Saitko uusia oivalluksia pelin aikana:	Kyllä?	Ei?		
	3	9		
Q5. Oliko peli motivoiva tai inspiroiva?	Paljon?	Vähän?	Ei ollenkaan?	
	1	10	1	
Q6. Mikä oli sinulle mieluisin aihepiiri?	Ihmissuhteet?	Oma juttu?	Voimat?	Maailma?
	8	2	0	1

Table 11 shows the feedback comments of every player that commented. Please note that not all players commented on the answer, which they circled, and that some commented without circling any answer. Even though this table is long, and its more appropriate place might be in the Appendices, it is placed here because it shows the reasons why certain changes to the game material were made for the next testing session. It also gives significant and valuable insight into what this version of the game could accomplish, in terms its intended effects for the target group.

Table 11: comments of players (game testing session 1)

<p>Kommentteja kysymykseen ”Oliko peli: Vaikea? Helppo? Sopivan haastava?”</p> <p><b>Pelaajat, jotka ympäröivät ”Sopivan haastava”:</b></p> <ul style="list-style-type: none"> <li>– Jotkut sanat oli vaikeita (nainen, ikä?)</li> <li>– jotkut kohdat, joutui pitkään miettimään (nainen, 20v.)</li> <li>– ei ollut vaikea eikä liian helppo (nainen, 18v.)</li> <li>– joissain kysymyksissä joutui hetken miettimään vastausta ja jotkut olivat todella helppoja (nainen, 19v.)</li> <li>– jotkut kysymykset olivat semmoisia missä joutui vähän miettimään (nainen, 22v.)</li> <li>– piti käyttää paljon päätään että keksi vastaukset (nainen, 19v.)</li> <li>– oli tarpeeksi mietittävää (nainen, 22v.)</li> <li>– Vastauksia lähti miettimään kunnolla, ehkä liian vaikeasti välillä. Yhteistyö pelissä tärkeää. Jotkut sanat olivat vaikeita, mutta niitä joutui miettiä. (nainen, 18v.)</li> <li>– kohderyhmälle sopivan haastava (nainen, 22v.)</li> <li>– Tehtävät eivät olleet liian helppoja eikä vaikeita (nainen, 21v.)</li> </ul> <p><b>Pelaaja, joka ympäröi ”Helppo”:</b></p> <ul style="list-style-type: none"> <li>– Kysymykset mutkattomia, ehkä turhan yleismaallisia ja yksinkertaisia (nainen, 23v.)</li> </ul>
--

**Pelaaja, joka ei ympäröinyt mitään vastausta:**

- Ohjeiden ymmärtämisessä hieman ongelmia. Kysymysten osalta helppo. Pantomiimi liian helppo. (nainen, 22v.)

**Kommentteja kysymykseen ”Herättikö peli: Ajatuksia? Tunteita? Molempia?”****Pelaajat, jotka ympäröivät ”Ajatuksia”:**

- herätteli ajatuksia ihan hyvin (nainen, 22v.)
- Tuli mieleen, että mitä jos asia olisikin näin taikka noin (nainen, 22v.)
- Joutui ajattelemaan omaa elämää ja esim. mikä on tärkeää (nainen, 19v.)
- Siinä alkoi miettimään asioita (nainen, 20v.)
- et miten pystyy selittää (nainen, ikä?)
- sananselitykset voivat olla liian haastavia esim 14-vuotiaille (nainen, 22v.)
- Mielestäni pelinkulku on aika epäselvää (nainen, 21v.)
- Tunsin olevani liian ”vanha” peliin. Toimii varmasti alaikäisillä. (nainen, 22v.)
- Ajatuksia herätti lähinnä kohderyhmä; reilu parikymppisillä peli ei toimi. Nuorilla (14–16-vuotiaat) varmasti parhaiten. (nainen, 23v.)

**Pelaaja, joka ympäröi ”Molempia”:**

- Miten selitetään ja miten itse tekisi jotain (nainen, 18v.)

**Kommentteja kysymykseen ”Minkälainen pelikokemus oli: Huono? OK? Kiva? Jotain muuta?”****Pelaajat, jotka ympäröivät ”Kiva”:**

- Oli hauskaa pelata. Yhteistyö ja omien mielipiteiden esille tuonti. (nainen, 18v.)
- Kysymykset ja sananselitys olivat kivoja (nainen, 22v.)
- Vaihtelu virkistää (nainen, 18v.)
- mielestäni peliä oli hauska pelata ryhmän kanssa (nainen, 19v.)
- oli mukavaa pelata tällaista peliä (nainen, 22v.)
- mukavaa vaihtelua (nainen, 19v.)

**Pelaajat, jotka ympäröivät ”OK”:**

- Ei herättänyt negatiivisia tunteita, joskaan ei liiemmin herättänyt suuria keskustelujakaan (nainen, 23v.)
- Ihan hyvä peli ja laittoi ajattelemaan asioita (nainen, 22v.)
- Ihan ok peli (nainen, 20v.)

**Pelaaja, joka ympäröi ”Huono”:**

- En pitänyt pelistä erikoisemmin. (nainen, 21v.)

**Pelaaja, joka ympäröi sekä ”Kiva” että ”Jotain muuta”:**

- Olisi ollut kiva päästä vastailemaan enemmän. (nainen, 22v.)

**Kommentteja kysymykseen ”Saitko uusia oivalluksia pelin aikana: Kyllä? Ei?”****Pelaaja, jotka ympäröi ”Kyllä”:**

- omista ja muiden vastauksista (nainen, 22v.)



**Pelaajat, jotka ympäröivät "Ei":**

- Kysymykset olivat sellaisia, mitä "aikuisena" on tullut jo paljon mietittyä. (nainen, 22v.)
- Kysymykset olivat hyvin yleisiä ja käsittivät asioita, joita on tullut pohdittua esiteineistä asti. (nainen, 23v.)
- en tiedä? (nainen, 19v.)
- En ihmeemmin saanut oivalluksia. (nainen, 22v.)
- en mä kai (nainen, ikä?)

Kommentteja kysymykseen "Oliko peli motivoiva tai inspiroiva: Paljon? Vähän? Ei ollenkaan?"

**Pelaajat, jotka ympäröivät "Vähän":**

- inspiroiva kun sai miettiä erilaisia asioita (nainen, 19v.)
- kyllä se motivoi parantamaan esim. omia näkemyksiä (nainen, 22v.)
- ehkä joo en tiedä (nainen, 19v.)
- Aika helppo kuitenkin loppupelissä, mikä voi myös johtua omasta iästäni, kun olin kohderyhmän ulkopuolella (nainen, 22v.)
- Nuoremmilla pelaajilla varmasti. (nainen, 23v.)
- Toimii varmasti nuoremmilla. (nainen, 22v.)

Kommentteja kysymykseen "Mikä oli sinulle mieluisin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?"

**Pelaajat, jotka ympäröivät "Ihmissuhteet":**

- Sai kertoa sen oman mielipiteen asioihin ja kuuli myös toisten ajatuksia. (nainen, 22v.)
- mielenkiintoisimmat kysymykset (nainen, 19v.)
- Mietitytti eniten (nainen, 22v.)
- Enemmän henkilökohtainen kuin muut. (nainen, 23v.)
- Toisten ihmisten tärkeyttä elämässä on hyvä painottaa (nainen, 22v.)

**Pelaaja, joka ympäröi "Oma juttu":**

- sai miettiä omia juttuja ja samalla ehkä oppia jotain itsestä ja muista. (nainen, 19v.)

**Pelaaja, joka ympäröi sekä "Ihmissuhteet" että "Maailma":**

- Hauska kuulla muiden mielipiteitä asioista/aiheista. Sekä tuoda niitä itse esille.

Based on the comments of players shown in table 11, I realized I had forgotten to ask several important questions in the player feedback form. Namely, I had forgotten to ask 4 significant questions: what the players thought of the game board layout; what was the most challenging topic for them; did they think the game worked; and perhaps most importantly, what they would change about the game. I also changed the observation form, meant for facilitators, to give more insight into how successful they view the game to be, so for the next game testing session, it contained the following additional questions:

”Vaikuttaako siltä, että peli toimii?  
 Miten pelaajat reagoivat pelin ominaisuuksiin?  
 Mikä pelissä vaikuttaa miellyttävän pelaajia?  
 Mitä pelissä kannattaisi muuttaa?”

As for the rest of the game material, I did not yet see reasons for making changes to them, so I took them with me in their original form to the second testing session.

#### 4.2.2 Game testing session 2

My second game testing destination was the high school of Tapiola. The course was Psychology 1, and it consisted of first and second year students. At this location I was lucky for four reasons: I got the chance to test male students, as almost half the class consisted of male pupils; all the students were within my target range; there were as many as 27 students, so this time I got the chance to test four groups simultaneously; and fourth, the class was very manageable, even though it was big.

As in the previous testing session, I asked the teacher to be a facilitator for one of the groups. Since there were three students who were left over, after I split the class into four groups of six players, these three also took the role of facilitator, so that every group had one. As previously, I explained what I was there to do and why, handed out the game material, and gave them a chance to briefly become familiar with it, before the games commenced.

This time I asked them to first direct their questions at their individual facilitator, and only if the facilitator could not come up with an answer, then I would be there to answer their question. Again groups initially shouted out questions to me, but learned the game very quickly. Among three groups there was active and lively discussion, and laughter could be heard from all three throughout the testing session. The majority of students seemed engaged and interested in exploring the game questions and performing the game tasks.

Again the students came up with solutions to dilemmas all by themselves, as in the following two examples. One group asked me what to do now that a player pair has entered the same *sanaselitys* (word explanation) square after another group; everyone already knows the words to be explained, so the task is pointless now. I asked the group of students if there was some creative solution to the problem that they could

come up with, and the student facilitator immediately asked me if he was allowed to invent new words for that pair. I told him that was a wonderful solution, and to make the words relate to the topic of the task, which was *Voimat* (Strength). In another group, a player pair of male students faced the same dilemma, and the other boy asked me if they could just move forward one extra square, as there were other players ahead of them anyway. I told the boys that it sounded like a fine solution to me, if the other players did not have a problem with it; none did and thus they were able to continue the game.

Two groups reached the goal in less than 40 minutes, and as the class was shorter than at the previous destination, I had to put an end to the other two games, as I needed time before the end of the lesson to gain feedback from the players, and I did not want them to feel rushed. So I gave them all approximately 15 minutes to fill in the feedback form.

As the class finished and the students were leaving, the teacher asked me if he could keep the game to use with his students. I told him that unfortunately at this stage that was not possible, as the game still needs work and improvements, but I promised him that he could definitely get the game as soon as Yeesi distributes it to schools, which they have every intention of doing this upcoming winter. He was happy to hear that and started speaking to me about why he thought the game was beneficial to the students. He mentioned how it challenged their cognition, how it exercised their motor skills and body language through the pantomime, as well as how it got them to think about meaningful issues that do not usually get discussed in classes. He also liked the intense social interaction that the game provided, which he also mentioned in his observation form: “Vahvasti sosiaalisia taitoja mittaava peli” (translation: A game that strongly measures social skills) [See Appendix 2, 2(4), for the rest of this teacher’s observations].

Tables 12 and 13 show the feedback from all the players. Please note again that although there were 24 players in total, not everyone circled all the relevant parts or commented. Again some circled an answer, but did not comment, and others commented, but did not circle an answer. Some did neither in regards to some questions.

Table 12: circled answers of players (game testing session 2)

Q1. Oliko peli:	Vaikea?	Helppo?	Sopivan haastava?	
	1	5	18	
Q2. Herättikö peli:	Ajatuksia?	Tunteita?	Molempia?	
	12	1	8	
Q3. Oliko pelikokemus:	Huono?	OK?	Hyvä?	Kiva?
	1	14	3	6
Q4. Oliko peli motivoiva tai inspiroiva?	Paljon?	Vähän?	Ei ollenkaan?	
	2	16	5	
Q5. Mikä oli sinulle haastavin aihepiiri?	Ihmissuhteet?	Oma juttu?	Voimat?	Maailma?
	6	1	2	9
Q6. Mikä oli sinulle mieluisin aihepiiri?	Ihmissuhteet?	Oma juttu?	Voimat?	Maailma?
	7	9	2	1
Q7. Toimiko peli?	Huonosti?	Ihan hyvin?	Sujuvasti?	
	3	20	1	

Again I decided to display the players' comments here in Table 13, rather than putting them in the Appendices, because the comments show why I made certain, important changes to the game material for the next game testing session, as well as the reasons I had for leaving some of the game material untouched, such as the game board layout. Please pay special attention to the three last sections of comments regarding the questions: 1) "Toimiko peli?" 2) "Mitä mieltä olet pelialustan ulkonäöstä?" 3) "Mitä muuttaisit pelissä?" Another reason for including all the comments here is to display male students' views, missing from previously acquired feedback, as well as significant insight, from both sexes, into the purposes and features of the game: "syvälliset kysymykset herättivät motivaatiota" (poika, 16v.), "mietin enemmän, mitä todella arvostan" (tyttö, 16v.), "pelissä piti olla luova, joka oli hyvä juttu" (poika, 16v.). Furthermore, based on the player comments to the most challenging game questions (*haastavin aihepiiri*), it seems that the young people stepped out of their comfort zone and thereby challenged their own thinking.

Table 13: comments of players (game testing session 2)

Kommentteja kysymykseen "Oliko peli: Vaikea? Helppo? Sopivan haastava?"

**Pelaajat, jotka ympäröivät "Sopivan haastava":**

- se oli muuten helppo, mutta aloitussijat olivat hämmentäviä (tyttö, 16v.)
- hyviä tehtäviä (tyttö, 15v.)
- tehtäviä sai vähän miettiä, muttei kuitenkaan ollut ihan mahdotonta (tyttö, 16v.)
- jotkut kysymykset vaikeita, jotkut helppoja (tyttö, 16v.)
- säännöt sekavat, mutta pelatessaan selkenee (poika, 17v.)
- Riittävän monipuolisia kysymyksiä. (tyttö, 15v.)
- Sai aivot raksuttamaan (poika, 16v.)

- Koska jotkin kysymykset olivat vaikeampia kuin toiset niin niitä piti miettiä enemmän (tyttö, 16v.)
- eri ruuduissa oli eri tasoisia kysymyksiä (tyttö, 17v.)
- Sanaselitys joskus tuotti ongelmia (poika, 15v.)
- säännöt olivat aluksi vähän vaikeat, mutta kyllä ne sitten ymmärsi (poika, 16v.)
- ongelmia pantomiimissa (poika, 16v.)
- kysymykset pistävät ajattelemaan, mutta eivät ole liian vaikeita (tyttö, 16v.)
- Kuitenkin turhan monimutkainen; alias, pantomiimi ja vastaus (poika, 16v.)

**Pelaajat, jotka ympäröivät ”Helppo”:**

- Ei ollut vaikea (tyttö, 16v.)
- Pelin kysymyksiin oli helppoa vain keksiä jotain vastauksia. (poika, 16v.)
- Ei ole vaikeaa keksiä kuutta eri asiaa tietyistä kategorioista (poika, 17v.)
- ei haastavuutta (tyttö, 16v.)

**Kommentteja kysymykseen ”Herättikö peli: Ajatuksia? Tunteita? Molempia?”**

**Pelaajat, jotka ympäröivät ”Ajatuksia”:**

- Vähän herätti ajatuksia (tyttö, 16v.)
- Täytyi näissä kysymyksissä kuitenkin jotain miettiä. (poika, 16v.)
- Ei motia voittoa, vähän turhaa heittää jotain piirteitä (poika, 17v.)
- Peli herätti jonkun verran ajatuksia (tyttö, 15v.)
- Piti ajatella joitain kysymyksiä ja se herätti ajatuksia (tyttö, 16v.)
- Kyllä, koska oli niin paljon erilaisia kysymyksiä (tyttö, 17v.)
- Piti pohtia vastauksia kysymyksissä (poika, 15v.)
- Laajat kysymykset (poika, 16v.)

**Pelaaja, joka ympäröi ”Tunteita”:**

- peli oli hauskaa ajanvietettä ja sai kunnon naurut (tyttö, 16v.)

**Pelaajat, jotka ympäröivät ”Molempia”:**

- Nauratti vähän välillä, mutta kyllä se ajatuksiakin aiheutti. (tyttö, 16v.)
- oli vähän sekava (tyttö, 15v.)
- voi kertoa itsestään: ihmiset voivat tutustua sinuun (poika, 17v.)
- Mietin enemmän, mitä todella arvostan (tyttö, 16v.)
- Herätti molempia pelaajien keskuudessa. (poika, 16v.)
- Peli herätti positiivisia tunteita ja ajatuksia. (poika, 16v.)

**Kommentteja kysymykseen ”Oliko pelikokemus: Huono? OK? Hyvä? Kiva?”**

**Pelaajat, jotka ympäröivät ”Kiva”:**

- Oli hauskaa pelata peliä. (tyttö, 16v.)
- Ihan jees (poika, 17v.)
- peliä oli kiva pelata (tyttö, 16v.)
- Peliä oli hauska pelata (poika, 16v.)
- Ihan mukava peli (poika, 16v.)

**Pelaajat, jotka ympäröivät ”Hyvä”:**

- Mukavaa vaihtelua perus tuntiin (tyttö, 17v.)
- Piti ajatella jokapäiväisiä asioita joita ei tule mietittyä (tyttö, 16v.)

**Pelaajat, jotka ympäröivät "OK":**

- Peli oli mielenkiintoinen. (tyttö, 15v.)
- Samoissa ruuduissa tuli oltua tosi paljon muiden pelaajien kanssa. (poika, 16v.)
- pelin kulku oli hidasta (tyttö, 16v.)
- vähän monimutkainen (tyttö, 16v.)
- Positiiviset aiheet (poika, 16v.)
- Oli ongelmia, kun tuli samaan sanaselitysrutuun toisen kanssa, muuten ihan hyvä (poika, 15v.)
- hieman tylsäkö (tyttö, 16v.)
- vähän ehkä hitaanpuoleinen (tyttö, 16v.)
- Peli ei ollut ihan paras (tyttö, 15v.)

Kommentteja kysymykseen "Oliko peli motivoiva tai inspiroiva: Paljon? Vähän? Ei ollenkaan?"

**Pelaajat, jotka ympäröivät "Paljon":**

- Pelissä piti olla luova, joka oli hyvä juttu (poika, 16v.)
- oli se jonkin verran, ihan kivoja tehtäviä (poika, 17v.)

**Pelaajat, jotka ympäröivät "Vähän":**

- Peli sai vähän miettimään itselle tärkeitä asioita (tyttö, 16v.)
- Pelillä oli sanomaa (poika, 16v.)
- se herätti ajatuksia psykologiaa kohtaan ja samalla vähän myös motivoi opiskeluun sitä kohtaan (tyttö, 17v.)
- inspiroitiin vastauksia (tyttö, 16v.)
- Ei herättänyt paljon ajatuksia (tyttö, 15v.)
- vähän inspiroiva (tyttö, 16v.)
- syvälliset kysymykset herättivät motivaatiota (poika, 16v.)
- En erityisemmin inspiroitunut (poika, 15v.)
- ei kilpailuhenkisyyttä (tyttö, 16v.)
- Tai no riippuu siitä mikä motivoi (tyttö, 16v.)

**Pelaajat, jotka ympäröivät "Ei ollenkaan":**

- ei ehkä ihan minun tyyppinen peli (tyttö, 16v.)
- En tiedä (tyttö, 15v.)

Kommentteja kysymykseen "Mikä oli sinulle haastavin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?"

**Pelaajat, jotka ympäröivät "Ihmissuhteet":**

- Koska se osio oli täynnä kaikkea haastavaa (tyttö, 16v.)
- oli ehkä hieman haastavaa puhua tunteista (tyttö, 16v.)
- En ole tunneihminen (poika, 16v.)

**Pelaajat, jotka ympäröivät "Voimat":**

- Sananselitys ja pantomiimi olivat haastavampia (poika, 16v.)
- Sanat loppu kesken sananselityksissä (tyttö, 16v.)

**Pelaajat, jotka ympäröivät ”Maailma”:**

- En tiedä (tyttö, 15v.)
- tiedän muista ehkä enemmän (tyttö, 16v.)
- Aihepiirin kysymykset olivat aika haastavia. (poika, 16v.)
- Vaikeaa tehdä saastuttava pantomiimi (poika, 16v.)
- vaikea ymmärtää (tyttö, 16v.)

**Pelaajat, jotka eivät ympäröineet mitään:**

- En tiedä, koska en osunut kaikkiin aihepiireihin (tyttö, 16v.)
- En osaa sanoa (poika, 17v.)
- En osaa vastata, koska en osunut kaikkiin aihepiireihin (tyttö, 17v.)
- En vastannut kaikkiin aihepiireihin (tyttö, 16v.)
- ei preferenssiä (poika, 16v.)
- Ei mikään (poika, 17v.)

Kommentteja kysymykseen ”Mikä oli sinulle mieluisin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?”

**Pelaajat, jotka ympäröivät ”Ihmissuhteet”:**

- Piti miettiä mitä ihmiset merkitsevät (tyttö, 16v.)
- Niitä on helpoin miettiä (tyttö, 16v.)
- Ihan hauskat aiheet (poika, 16v.)
- helppo mielestäin (tyttö, 16v.)
- Niistä on mukava ja suht helppo keskustella (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”Oma juttu”:**

- aihe kiinnostaa minua (tyttö, 16v.)
- Helpoin aihepiiri (poika, 16v.)
- sitä oli ihan kiva pohtia (poika, 15v.)
- En tiedä (tyttö, 15v.)
- voi kertoa itsestään (poika, 17v.)

**Pelaaja, joka ympäröi ”Voimat”:**

- Pidän oman elämäni pohtimisesta (tyttö, 16v.)

**Pelaajat, jotka eivät ympäröineet mitään:**

- Kaikki olivat ihan mieluisia (poika, 16v.)
- En tiedä, koska en osunut kaikkiin aihepiireihin (tyttö, 16v.)
- En vastannut kaikkiin aihepiireihin (tyttö, 16v.)
- ei preferenssiä (poika, 16v.)
- Ei mikään (poika, 17v.)

Kommentteja kysymykseen ”Toimiko peli: Huonosti? Ihan hyvin? Sujuvasti?”

**Pelaajat, jotka vastasivat ”Ihan hyvin”:**

- Joskus kun oli kaksi paria yhdessä ruudussa se vaikeutti (tyttö, 16v.)
- vähän sekava ja monimutkainen (tyttö, 16v.)
- Toimi hyvin, mutta olisi voinut vielä paremminkin toimia (poika, 16v.)

- hidas eteneminen, ongelmatilanteita kun kaksi ryhmää samassa ruudussa (tyttö, 16v.)
- Jokainen osallistui, joten nappulat liikkuvat laudalla (tyttö, 17v.)
- aika usein monet parit joutuivat samalle ruudulle (tyttö, 16v.)
- Ajoittain kysymyksiä toistui (poika, 16v.)
- perustelin aikaisemmin (poika, 15v.)
- Sai nauraa. (tyttö, 15v.)
- Peliä oli hauska pelata, ja se sai ihmiset nauramaan, joka oli erittäin hyvä juttu. (poika, 16v.)
- Peli oli hyvin tehty, jos tuli samaan ruutuun se vähän tökki (tyttö, 15v.)
- Päästiin loppuun asti (tyttö, 16v.)

#### **Pelaaja, joka vastasi ”Huonosti”:**

- on korjattava vuorot, pantomiimista ei saa tarpeeksi vuoroja (poika, 17v.)

#### **Kommentteja kysymykseen ”Mitä mieltä olet pelialustan ulkonäöstä?”**

- ihan ok (poika, 17v.)
- Tilan voisi käyttää paremmin hyväksi, jotta saataisiin isokkaat ruudut, alusta vie vain noin 20% A4:sta (poika, 16v.)
- Ihan Jees (poika, 17v.)
- Pelialusta on hieno ja Yees! –teksti on hauska yksityiskohta (tyttö, 16v.)
- se on vähän ärsyttävän värinen (tyttö, 16v.)
- Se on ihan hyvä. (poika, 16v.)
- Se oli hieno. (tyttö, 15v.)
- simppei ja kivan näköinen (poika, 16v.)
- Ihan kiva. (tyttö, 15v.)
- Ihan miellyttävä. (poika, 15v.)
- keksiliäs muotoilu (poika, 16v.)
- ihan hyvä, mut ne ruudut mitkä menee päällekkäin on vähän sekavii numeroinnist huolimatta (tyttö, 15v.)
- sopivan selkeä (tyttö, 16v.)
- pelilauta vähän sekava (tyttö, 16v.)
- Ruudut olivat hauskoja ja mukavan värisiä (tyttö, 16v.)
- iha yees (poika, 16v.)
- Sopivan yksinkertainen, mutta silti sopivasti huomiota herättävä (tyttö, 17v.)
- ihan ok, vähän sekava (tyttö, 16v.)
- Ihan hyvä. (poika, 16v.)
- se on mielestäni ihan mukava. (tyttö, 15v.)
- Se on mukavan värikäs (tyttö, 16v.)
- Ihan kiva (tyttö, 16v.)

#### **Kommentteja kysymykseen ”Mitä muuttaisit pelissä”**

- Kun menet, vaikka samaan selitysrutuun toisen kanssa siinä pitäisi olla uudet selitettävät sanat. Sillä ainakin minulle jäi epäselväksi miten silloin pitää toimia (poika, 15v.)
- Kulku voisi olla järkevämpi. (tyttö, 15v.)
- Säännöissä olisi vähän viilaamista. (poika, 16v.)
- En osaa tuomita peliä....? (poika, 16v.)
- Ehkä vastauksissa pitäis olla aikaraja (tyttö, 16v.)
- Vastauksiin aikaraja ja enemmän selitettäviä sanoja (tyttö, 16v.)
- kahdesta pantomiimista saa 6 vuoroa. Enemmän valinnanvaraa, jos on samassa ruudussa saman pelaajan kanssa, sekos niissä, joissa jo muut pelaajat ovat käyneet (poika, 17)
- Sanaselitykseen kertoimeksi 2 (2pt/onnistunut selitys = 6pt max), pantomiimiin kertoimeksi 3 (3pt/onnistunut pantomiimi) = 6pt max, jokin motivaatio kilpaileville pelaajille arvata (esim. 1pt), jos joutuu ruutuun, jossa on jo käyty, pääsee 1 ruudun eteenpäin (ei tule samaa ruutua kahdesti, lisäksi



perässä tuleville joukkueille tasoitusta...(poika 16v.)

– tehtävät erillisille pelikorteille ja kaikista tehtävistä tasapuolisesti pisteitä. Laittaisin myös joihinkin kysymyksiin aikarajan. (tyttö, 16v.)

– kaikista vastauksissa olisi sama pisteraja (tyttö, 16v.)

– kaikist jutuist vois saada yhtä paljon pisteitä ja tehtävät vois olla korteil värin mukaan et joka vuorol nostetaa yks, et sit ku menee samaan ruutuun kun edellinen nii sit ottais pakast uuden kortin eikä vastais samoihi kysymyksiin uudestaan tai selittäis/näyttelis samoi sanoi.

– Yhtä ruutua kohden voisi olla useampi kysymys/tehtävä

– Enemmän sanoja (jotta jos kaksi paria ovat samassa kohdassa sanoja selittämässä, sanat loppuvat) ← samoin pantomiimi, vastausaika! (tyttö 16v.)

– enemmän kysymyksiä siltä varalta että jotkut joutuivat samaan ruutuun (tyttö, 16v.)

– Vähemmän papereita. (tyttö, 15v.)

– Kysymykset voisivat tulla lappuina, ja niitä voisi olla useampi, jotta eri parit eivät joutuisi tekemään samoja asioita. (poika 16v.)

– enemmän kysymysvaihtoehtoja, selkeämpi yleisesti yms. (tyttö, 16v.)

– sanaselityksiin lisäisin enemmän sanoja, jotain ruutuja voisi pienentää, jotta pelin aihepiirejä tulisi enemmän (tyttö, 17v.)

– selkeämmät säännöt (poika, 16v.)

– Ei samoja kysymyksiä jos ajautuu samaan ruutuun (tyttö, 16v.)

– Pantomiimistä 3p oikea ja sanaselityksestä 2p. Jotta kaikista ruuduista voi saada yhtä lailla pisteitä. (poika, 16v.)

As is visible from the feedback, the problem of player pairs ending up in the same square needed to be solved. Therefore I created an extra set of game questions and tasks for the third and final game testing session. I needed to do this quickly, and did not have time to consult Yeesi about the questions, but I used several questions that they had approved previously. Table 14 shows the extra sheet of game questions and tasks, which the students could use if they ended up in the same squares.

**Table 14: extra set of game questions and tasks for game testing session 3**

IHMISSUHTEET	OMA JUTTU	VOIMAT	MAAILMA
<p><b>1. Kysymys:</b> Jos läheisesi on allapäin tai surullinen, millä tavoilla lohduttaisit häntä?</p> <p><b>5. Sanaselitys:</b> tasa-arvo, vastuullisuus, vapaus</p> <p><b>9. Kysymys:</b> Kun olet vahvasti eri mieltä jonkun kanssa, miten estät pahalta tuntuvan riitelyn?</p>	<p><b>2. Kysymys:</b> Mistä syistä olisi tärkeää toimia sekä itsesi että muiden eteen?</p> <p><b>6. Sanaselitys:</b> hyvä teko, paljon taitoa, mahdollisuuksien maailma</p> <p><b>10. Kysymys:</b> Mitä kaikkea merkityksellistä voisit tehdä silloin kun et</p>	<p><b>3. Kysymys:</b> Kun sinulla on paha mieli jostakin, millä tavoilla saat nostettua mielialasi?</p> <p><b>7. Sanaselitys:</b> voimavara, inspiraatio, intohimo</p> <p><b>11. Kysymys:</b> Mistä kaikesta saat voimaa arkeen?</p> <p><b>15. Pantomiimi:</b> Sinulla on varmaan</p>	<p><b>4. Kysymys:</b> Mitä kaikkea muuttaisit maailmassa ja miksi?</p> <p><b>8. Sanaselitys:</b> tasavertaisuus, anteliaisuus, saada vaikuttaa</p> <p><b>12. Kysymys:</b> Millä tavoilla voisit vähentää ympäristön saastumista?</p> <p><b>16. Pantomiimi:</b> Sinulta varmaan löytyy</p>

<p><b>13. Pantomiimi:</b> Teet varmasti kaikkea hauskaa tuttujesi kanssa. Esitä 2 niistä puuhista.</p> <p><b>17. Kysymys:</b> Miten huolehdit terveestä ja rakentavasta vuorovaikutuksesta ihmissuhteissasi?</p> <p><b>21. Sanaselitys:</b> rakkaus, rauha, harmonia</p> <p><b>25. Kysymys:</b> Mistä syistä on tärkeää antaa kaikille puheenvuoro ja kuunnella toisia aidosti?</p> <p><b>29. Kysymys:</b> Millä tavoilla ihmissuhteet voivat kukoistaa, jos osapuolet eivät yritä hallita tai alistaa toisiaan?</p>	<p>opiskele tai työskentele?</p> <p><b>14. Pantomiimi:</b> Sinusta löytyy varmasti monta taitoa. Esitä 2 niistä.</p> <p><b>18. Kysymys:</b> Miksi olisi tärkeää tehdä yhteiskunnalle hyödyllisiä tehtäviä?</p> <p><b>22. Sanaselitys:</b> auttaminen, pyrkimys, arvot</p> <p><b>26. Kysymys:</b> Mitä kaikkea hyvää voisit tehdä muiden ihmisten hyväksi?</p> <p><b>30. Kysymys:</b> Miten voisit käyttää yksilöllisiä lahjojasi toisten ihmisten iloksi?</p>	<p>monta tapaa pitää hauskaa. Esitä 2 niistä.</p> <p><b>19. Kysymys:</b> Mistä syistä olisi tärkeää olla läsnä omille, merkittävälle tarpeille?</p> <p><b>23. Sanaselitys:</b> tasapaino, kohtuullisuus, vaatimattomuus</p> <p><b>27. Kysymys:</b> Mitä kaikkia voimavaroja sinulla on?</p> <p><b>31. Kysymys:</b> Kun motivaatiosi on alhainen, mistä saat inspiraatiota?</p>	<p>rauhanomaisia tapoja ratkaista konflikti. Esitä 2 niistä.</p> <p><b>20. Kysymys:</b> Mistä syistä maailman tapahtumat ovat merkittävämpiä kuin TV-sarjojen tapahtumat?</p> <p><b>24. Sanaselitys:</b> samanarvoisuus, hyvyys, oikeudenmukaisuus</p> <p><b>28. Kysymys:</b> Mistä syistä olisi tärkeää elää väkivallatonta elämää?</p> <p><b>32. Kysymys:</b> Miksi on tärkeää olla alistamatta ketään?</p>
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As is also visible from the feedback, no changes to the game board layout were necessary, as the vast majority of students thought it looked good, even great. However, the game rules needed changing to incorporate a solution to the problem of ending up in the same squares, even though many of the students came up with their own, creative solutions to this dilemma. On the one hand, it is a shame if students are not challenged to exercise their creativity in such a way, but on the other hand, it is not constructive if future game players are put off by the game, due to the problem of ending up in the same squares and getting frustrated about what to do then. Thus Table 15 shows the additions made to the game rules for the third game testing session.

**Table 15: additions made to game rules for game testing session 3**

Jokaisella ruudulla on oma numeronsa ja jokaisella numerolla oma kysymys tai tehtävä, jotka näkyvät paperista nimeltä "Kysymykset ja tehtävät" [lyhenne: K&T]. Paperia nimeltä "Lisäkysymykset ja -tehtävät" saa käyttää, jos sattuu samalle ruudulle vastapelaajien kanssa heidän jälkeen.

*Pelaajien ei ole tarkoitus perehtyä kysymyksiin tai tehtäviin etukäteen, vaan niiden on tarkoitus tulla yllätyksenä, joten papereita kannattaa pelivuorojen välillä pitää väärinpäin.*

**Kysymykset**

Jos satutte samalle kysymysruudulle toisen pelaajaparin kanssa, ette saa antaa samoja vastauksia. Voitte joko antaa omat vastaukset samaan kysymykseen tai vastata samaa ruutua vastaavaan kysymykseen paperissa "Lisäkysymykset ja –tehtävät".

#### **Sanaselitys**

Jos satutte samalle ruudulle toisen pelaajaparin kanssa, voitte joko siirtyä ruudun taaksepäin tai eteenpäin, jos muut pelaajaparit eivät ole käyneet vielä siinä ruudussa. Vaihtoehtoisesti voitte suorittaa samaa ruutua vastaavan sanaselitystehtävän paperista "Lisäkysymykset ja –tehtävät".

#### **Pantomiimi**

Jos satutte samalle ruudulle toisen pelaajaparin kanssa, voitte joko siirtyä ruudun taaksepäin tai eteenpäin, jos muut pelaajaparit eivät ole käyneet vielä siinä ruudussa. Vaihtoehtoisesti voitte suorittaa samaa ruutua vastaavan pantomiinitehtävän paperista "Lisäkysymykset ja –tehtävät".

This concludes the changes and additions I managed to make in time for the third game testing session.

#### **4.2.3 Game testing session 3**

The final game testing took place at another campus of Vantaa Vocational College Varia, Ojahaantie 5, where there is a study programme in social and health services. The students tested had just begun a study unit called *sosiaalisen hyvinvoinnin opintojakso*. Unfortunately, the class only consisted of enough students for two groups of players, and there was only one male pupil in the class. Not only that, but neither the students nor the teacher paid attention to the game rules. For some reason, they did not want to read them. Therefore, compared to previous test sessions, the students asked an unusual amount of questions, to which answers were clearly visible on the sheet of guidelines. I asked them not to stress about the rules, because very few game instructions are processed quickly the first time a new game is played. I asked them to just be patient and look carefully at the game instructions as they went along. Sure enough, as the games progressed, the players became noticeably more comfortable and enthusiastic about the game, and laughter was audible once more.

A pair in one of the groups reached the goal in 40 minutes, and the other two pairs in the group wanted to continue the game, but as class time was running out, I needed to start handing out feedback forms. In spite of initial difficulties, Tables 16 and 17 show how the players really felt about the game directly after they had played.

Table 16: circled answers of players (game testing session 3)

Q1. Oliko peli:	Vaikea?	Helppo?	Sopivan haastava?	
	1	0	11	
Q2. Herättikö peli:	Ajatuksia?	Tunteita?	Molempia?	
	8	0	3	
Q3. Oliko pelikokemus:	Huono?	OK?	Hyvä?	Kiva?
	0	5	2	5
Q4. Oliko peli motivoiva tai inspiroiva?	Paljon?	Vähän?	Ei ollenkaan?	
	2	7	2	
Q5. Mikä oli sinulle haastavin aihepiiri?	Ihmissuhteet?	Oma juttu?	Voimat?	Maailma?
	1	1	3	6
Q6. Mikä oli sinulle mieluisin aihepiiri?	Ihmissuhteet?	Oma juttu?	Voimat?	Maailma?
	7	3	0	1
Q7. Toimiko peli?	Huonosti?	Ihan hyvin?	Sujuvasti?	
	1	6	5	

As is visible from the following comments of players in Table 17, the problem of ending up in the same squares seems to have been solved with the extra set of game questions and tasks. Based on this final feedback, it appears that instructions ought to be clearer and more concise.

Table 17: comments of players (game testing session 3)

<p>Kommentteja kysymykseen ”Oliko peli: Vaikea? Helppo? Sopivan haastava?”</p> <p><b>Pelaajat, jotka ympäröivät ”Sopivan haastava”:</b></p> <ul style="list-style-type: none"> <li>– Ohjeet olivat aika haastavat aluksi, mutta ne tajusi kun niitä luki ajatuksella. (tyttö, 17v.)</li> <li>– Oli kiva peli, kunhan ensin tajusi säännöt (tyttö, 17v.)</li> <li>– Piti miettiä jonkun verran mitä vastaa tai tekee (tyttö, 17v.)</li> <li>– Kysymyksiä piti miettiä kunnolla (tyttö, 16v.)</li> <li>– Säännöt vaikea ymmärtää, mutta sitten peli oli ihan helppo. (tyttö, 17v.)</li> <li>– Kysymyksissä piti käyttää aivoja ja miettiä vastauksia (tyttö, 17v.)</li> <li>– Jotkut kohdat olivat vaikeita ja jotkut helppoja (tyttö, 20v.)</li> <li>– Heti kun tajusi niin helppo (poika, ikä?)</li> <li>– ei ollut kauhean hyvät ohjeet (tyttö, 18v.)</li> <li>– Alussa ohjeet olivat vähän haastavia. (tyttö, 16v.)</li> <li>– Kysymykset olivat sellaisia, joita jokaisen ihmisen tulisi ajatella enemmän (olivat vaikeasti mietittäviä) (tyttö, 18v.)</li> </ul> <p>Kommentteja kysymykseen ”Herättikö peli: Ajatuksia? Tunteita? Molempia?”</p> <p><b>Pelaajat, jotka ympäröivät ”Ajatuksia”:</b></p> <ul style="list-style-type: none"> <li>– piti miettiä paljon (tyttö, 18v.)</li> <li>– pisti ajattelemaan (poika, ikä?)</li> <li>– piti miettiä ja ajatella ajatuksia (tyttö, 17v.)</li> <li>– kysymykset pistivät miettimään (tyttö, 18v.)</li> <li>– kysymykset olivat asioista jotka herättivät paljon ajatuksia (tyttö, 16v.)</li> <li>– Piti kunnolla ajatella eikä vain heittää vastauksia. (tyttö, 17v.)</li> </ul> <p><b>Pelaajat, jotka ympäröivät ”Molempia”:</b></p>
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- täytyi ajatella paljon ja kuunnella muita (tyttö, 17v.)
- täytyi ajatella tarkkaan, ja tunnista tuli mukava (tyttö, 17v.)

Kommentteja kysymykseen ”Oliko pelikokemus: Huono? OK? Hyvä? Kiva?”

**Pelaajat, jotka ympäröivät ”Kiva”:**

- Peli oli kiva kun se oli erilainen mitä yleensä lautapelit. (tyttö, 17v.)
- Se oli mielenkiintoinen ja aika hauska (tyttö, 17v.)
- sai parempaa kontaktia luokkakavereihin (tyttö, 18v.)
- pelin kysymykset liittyivät omaan itseän, joten vastaaminenkin oli helppoa (tyttö, 17v.)
- erilainen (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”OK”:**

- voisi pelata toisenkin kerran (tyttö, 20v.)
- Ihan jees (poika, ikä?)
- ei ihan paras peli mitä olen pelannut, mutta hyvä oli! (tyttö, 17v.)

**Pelaaja, joka ympäröi ”Hyvä”:**

- Peli oli hauska! (tyttö, 16v.)

Kommentteja kysymykseen ”Oliko peli motivoiva tai inspiroiva: Paljon? Vähän? Ei ollenkaan?”

**Pelaaja, joka ympäröi ”Paljon”:**

- jaksoi pelata loppuun asti, ei puhelintakaan tullut ikävä (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”Vähän”:**

- kysymykset olivat mielenkiintoisia (tyttö, 16v.)
- En osaa perustella (tyttö, 17v.)
- En osaa sanoa (tyttö, 20v.)
- Motivaatio: pelin voitto (vaikka hävittiin) (tyttö, 17v.)
- Laittoi ajattelemaan (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”Ei ollenkaan”:**

- Mitä? (poika, ikä?)
- en ymmärrä kysymystä (tyttö, 17v.)

Kommentteja kysymykseen ”Mikä oli sinulle haastavin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?”

**Pelaajat, jotka ympäröivät ”Voimat”:**

- vaikeita kysymyksiä (tyttö, 17v.)
- en osaa vastata (tyttö, 18v.)

**Pelaaja, joka ympäröi ”Ihmissuhteet”:**

- Vaikea kertoa millainen on ystävänä tai että millainen tyttöystävä olisi koska se vaan tulee luonnostaan eikä osaa kertoa tai kirjoittaa paperille niitä (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”Maailma”:**

- kysymykset vähän haasteellisempia (tyttö, 16v.)
- Oli vaikeampaa keksiä koko maailmaa koskeviin kysymyksiin vastauksia. (tyttö, 17v.)
- koska en ymmärrä maailmaa (tyttö, 17v.)

**Pelaaja, joka ei ympäröinyt mitään vaihtoehtoa:**

- Kaikissa piti miettiä (poika, ikä?)

Kommentteja kysymykseen ”Mikä oli sinulle mieluisin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?”

**Pelaajat, jotka ympäröivät ”Ihmissuhteet”:**

- Helpot kysymykset (tyttö, 17v.)
- Tykkään ajatella minun ja muiden välejä ja millaisista ihmisistä pidän jne. (tyttö, 17v.)
- helppoja ja mukavia kysymyksiä (tyttö, 17v.)
- ihmissuhteet ovat aina mielenkiintoisia (tyttö, 18v.)
- se vaan oli mielenkiintoisin (tyttö, 17v.)

**Pelaajat, jotka ympäröivät ”Oma juttu”:**

- koska tunnen itseni hyvin (tyttö, 17v.)
- itseään koskeviin kysymyksiin oli hauska vastailla (tyttö, 16v.)

Kommentteja kysymykseen ”Toimiko peli: Huonosti? Ihan hyvin? Sujuvasti?”

**Pelaajat, jotka ympäröivät ”Sujuvasti”:**

- sit ku kaikki ymmärsi idean nii se suju hyvin (tyttö, 17v.)
- Sujui kun ymmärsi ohjeet (tyttö, 17v.)
- Peliporukka oli hyvä ja peli kulki sujuvasti. (tyttö, 17v.)
- kaikki ymmärsivät ohjeet alku...(?) (tyttö, 16v.)

**Pelaajat, jotka ympäröivät ”Ihan hyvin”:**

- alkuhankaluuksista huolimatta (tyttö, 16v.)
- Säännöt oli vähän epäselvät. (tyttö, 17v.)
- Hieman hitaasti, mutta hyvin (tyttö, 18v.)

**Pelaaja, joka ympäröi ”Huonosti”:**

- Melko hitaasti. Olis hyvä jos olis joku aikaraja vastauksissa (poika, ikä?)

Kommentteja kysymykseen ”Mitä mieltä olet pelialustan ulkonäöstä ja toimivuudesta?”

- Pelialusta kivan näköinen ja yksinkertainen. Toimiva! (tyttö, 16v.)
- Peli näyttää hauskalta (värejä, mielikuvitusta) (tyttö, 17v.)
- Kivan värikäs ja erikoinen. Toimii hyvin. (tyttö, 17v.)
- No tollanen perus, kyllähän sillä pelasi (tyttö, 17v.)

- Hyvä kaikin puolin (tyttö, 17v.)
- Iha fine! (poika, ikä?)
- kivan näköinen ja toimi hyvin (tyttö, 18v.)
- Toimi ihan hyvin (tyttö, 20v.)
- se oli ihan hyvä (tyttö, 18v.)
- Toimi hyvin, aloitus hieman outo (tyttö, 17v.)
- Värikäs, toimi ihan hyvin (tyttö, 17v.)
- Ihan hieno. Ohjeet alussa vähän sekavat (tyttö, 16v.)

#### Kommentteja kysymykseen ”Mitä muuttaisit pelissä?”

- Ei tule mieleen mitään (tyttö, 17v.)
- Ei ole muutettavaa mielestäni. (tyttö, 17v.)
- En mitään! (tyttö, 16v.)
- Ohjeet ehk lyhyemmäksi ja selvemmäks. (tyttö, 16v.)
- Säännöt selkeämmäksi tai sitten jonkun pitäisi selittää ne suullisesti. (tyttö, 17v.)
- Tekisin aloituksesta jotenkin loogisemman. Peli oli hyvä kun sen idean ymmärsi. Ohjeet hieman monimutkaiset ja pitkät (tyttö, 17v.)
- selvemmat ohjeet (tyttö, 18v.)
- Monimutkaiset ohjeet (tyttö 20v.)
- en mitään (tyttö, 18v.)
- No laittaisin aikarajaa vastausten kohdalle. Ja säännöt vähän selkeemmiksi. (poika, ikä?)
- En mitään. (tyttö, 17v.)
- en mitään se oli oikein mukava (tyttö, 17v.)

Although everything seemed to run smoothly by the end of the test session, observations and notes were made of some elements that students were uncertain about, and subsequently require clarification in the game rules. For example, the rules ought to read that the pantomime tasks should be read aloud, as that would make the guessing of the pantomime acts easier. That change would neither hinder what is acted out nor how. Perhaps previous test groups had dealt with pantomime challenges in this way.

The teacher made several positive comments on the facilitator’s observation form [See Appendix 2, 3(4)] and a game feedback form [See Appendix 2 4(4)] that she accidentally filled in: “Taso hyvä tämän ikäisille”, “Peli toimii yllättävän hyvin”, “Oikein hyvä pelilauta ulkoasultaan ja toimivuudeltaan”. After the students left she commented to me that if school subjects were taught in this way, the students would probably pay more attention. She also said the same as the previous two teachers: this kind of game would be very useful in schools also for the purposes of *ryhmäytyminen* (group forming). Using visual aids in the guidelines did not even occur to me until this teacher brought them up when we discussed the game experience after the class was over. I was drawn to this idea, because visual aids could make game instructions easier and faster to grasp; it could also make them shorter.

Having the game questions and tasks on cards, rather than sheets of paper, as suggested by some of the test players and facilitators, is something Yeesi and I considered doing. However, for the purpose of game testing, the simpler, ecological, and time-saving option was preferred. Yeesi and I discussed that the published game material and game board be made out of recycled paper and cardboard; thus the game cards, if created, could follow suit.

## 5 Discussion

### 5.1 Reaching Original Aims

#### 5.1.1 Supporting mental health

One of the key aims of this thesis was to create a board game that could support the mental health of young people. In order to produce the game, young people aged 15–19 were directly asked what certain themes meant to them. These themes were young people's: mental well-being; challenges; values and dreams; good life and good world; as well as well-being in general. The students that were queried regarding these themes wrote down their thoughts and feelings about them and thus revealed what issues, troubles and needs, were relevant and important to them as young people. Students at three different educational establishments seemed to have four topics in common, as the same issues emerged repeatedly. The topics that seemed essential and prevalent to the young people were named: *relationships*, *own path*, *strength*, and *world*. These topics consequently became the main topics of the board game, and all game questions and tasks were based on these topics.

The idea was that all game questions and tasks would support the main topics. For example, all the game questions and tasks under the topic *relationships* would support young people in developing, improving or supporting their relationships in real life. By probing their thoughts into their own relationship or social skills, and how they have the capacity to work on these, young people's personal relationships with friends, family, colleagues and romantic companions, could potentially improve in their actual, everyday life. Such improvements to relationships could subsequently support their mental health, as they would have fewer difficulties with their relationships, and thus less worries, anxiety, and stress about them. The game questions and tasks under the main topic of *own path* are meant to aid young people in figuring out their own path in life



and the kinds of personally meaningful things they want to do in the areas of work, hobbies, and other interests. Figuring out one's path or paths in life could also help to support the mental health of young people, and help to prevent them from becoming socially marginalized and excluded. The main topic of *strength* encompasses game questions and tasks that could get young people to think seriously about their inner resources, lifestyle choices, and health issues, such as stress and how to regulate it so that it does not harm mental wellbeing. Finally, the main topic of *world* includes game questions and tasks that challenge young people to think about the kind of world everyone deserves to live in and what they themselves could do to make the world a better place to live in. If the world's people and environment are doing well, young people's mental health is likely to benefit as well.

The main aim of this thesis was to support the mental health of young people, and overall, based on all the game questions and tasks, it can be said that the game at least has the potential to reach this goal.

#### 5.1.2 Empowerment as the means of support

Another primary aim of this thesis was to use empowerment as a means of supporting young people's mental health. There were at least 10 game questions out of the original 32 that were directly related to empowerment in the way that they probed a sense of agency and capacity reassurance in young people. For example, question 28 encourages young people to think about everything they could possibly do to enhance the wellness of other people and the environment, suggesting that they possess the capacity and power to influence the world around them and make a difference. Similarly, question 2 inspires young people to think about everything they could consider doing for a living, based on their own reasons, signifying that they indeed possess the self-agency to make important decisions regarding their future work life. Question 25 not only encourages a sense of personal control and capacity regarding the enhancement of solidarity and togetherness among young people, but it also addresses the very significant issue of bullying, even mentioned by the young people themselves in the background account. It is important to get young people to realize the fact that bullying is wrong and that they possess the skills to prevent bullying and increase a sense of camaraderie instead. Question 3 provokes the thinking that young people possess features, strengths and abilities, which can make them feel empowered; the question can function as a healthy boost to self-esteem, which can also be empowering. Similarly,

question 4 explores personal sources of inspiration and motivation that can be empowering. Not to mention the empowerment effect that question 26 can have, as it concerns liberating oneself from the expectations of media.

### 5.1.3 Strengths-based tool for professionals

Personal strengths are strongly linked to the self-empowerment of young people, and thus my third significant aim was to create a strengths-based tool for professionals that work with youth. There are eight questions on the first sheet of game questions that directly address strengths of the target group and these are: internal resources (question 3), interests (question 10), dreams (question 26), sources of inspiration (question 4), values (question 27), gratitude (questions 9 and 3), as well as strengths as a friend and romantic partner (questions 1 and 17, consecutively). The game testing at the two vocational colleges and one high school demonstrated that in addition to the potential of the game for workers in social services, professionals in the field of education could also benefit from incorporating the game into their work.

The end product explores and stimulates the strengths of young people, and thus it can be considered a strengths-based tool, well suited for work with young people. It can be used for various purposes: development of social skills; enhancing life management; group forming and bonding; lifting community spirit and solidarity; promoting helping behavior; and ultimately, strengthening and supporting mental health.

## 5.2 Meeting the Expectations of Yeesi

Meeting the wishes and expectations of Yeesi was a principal factor in the game production process. Yeesi and I had several aims in common, and the first of these was the fact that we wanted to create a product that could support and strengthen the mental health of young people. A key objective of Youth Mental Health Association Yeesi is to get young people to realize the importance of mental health for holistic wellbeing, and therefore they also wished that the board game would play a significant role in meeting this objective. The association has produced material, tools and training, on how to promote young people's mental health, for schools, vocational colleges, and other organizations. Thus the association wanted the board game to be used for this purpose, as well, by various kinds of professionals that work with young people in dif-

ferent contexts. In terms of game content, Yeesi and I were also on the same page; we wanted the game to spur young people toward reflecting about their own life, finding their individual path, and discovering gratitude about the positive elements in their life. Additionally, it was important to both of us that the target group participated in the content development process by brainstorming and writing down their challenges, values, dreams, and well-being needs. As Yeesi operates from the premise of youth to youth (*nuorilta nuorille*), it was important that the game content came from young people to serve other young people in the form of a game. Before the three game testing sessions, Yeesi asked me to conduct my third and final internship in their organization, and their reason for this was that I should be directly and strongly involved in the next stage in game development, as well as the final game distribution phase.

### 5.3 Further Game Development Plans

For a fully developed game, there need to be more game questions and tasks than were used even in the third testing session. Although the problem of ending up in the same squares seemed to be solved by the extra set of game questions and tasks, it would be ideal if the game could be played more than once even by the same players, and that would subsequently require an even greater amount. At the very least, a third set of game questions and tasks will be created, so that there is a minimum of 96 altogether. A couple of the existing game questions need to be improved, by rephrasing or in some other manner. There are also questions missing on important issues, like sex and sexuality, which were mentioned by the target group in the background account; the young people mentioned these issues under *mental well-being*, *well-being*, *young people's values and dreams*, and perhaps most tellingly, under *young people's challenges*. In today's society, young people seem so focused on performance, technique and physical appearance in the bedroom, which just puts them under unnecessary pressure. That way stress and anxiety about their own sexuality and sex-life only increases and does no favours to their well-being or mental health. Perhaps there should finally be discussion of actually enjoying sex and sexuality, rather than just thinking of them as demanding performances in skill. Maybe this issue could be sensitively, carefully, and open-mindedly addressed in the *Yees!-game*.

The game board's appearance received such positive feedback overall that it is very unlikely any significant changes will be made to it. The vast majority of players from the second and third game testing sessions thought the game board layout looked fine,

good or great, so drastic changes to the layout can be deemed unnecessary. It would be unreasonable to expect 100% of players to like the appearance of the game, and to get such a high percentage of players being satisfied with the board's appearance was quite a feat in itself. However, it has been planned that the game board will be done with graffiti by a 19-year-old graffiti artist, who has been volunteering as an instructor in Yeesi's graffiti workshops. Yeesi and I expect that a graffiti style to the game board would be especially appealing to the target group and give the game board the magic touch or wow-effect, which it is still missing. Involving a 19-year-old in the graphic design of the game also reflects Yeesi's motto: from youth to youth (*nuorilta nuorille*).

The name of the game, *Yeesi*!, is positive and Yeesi likes the fact that if the exclamation mark is rotated 180 degrees, then the game board reads like the association's name: Yeesi. The name of the game also reflects a special element of the game, which is that players are required to help each other (*yeesata*) if they want to win the game. This special feature also fulfils a social purpose missing from many games, which is that helping behaviour is encouraged in the players. Yeesi likes this feature as much as I do, so it will also stay unchanged as part of the game. For the betterment of people's well-being and that of communities and societies at large, helping behaviour ought to be encouraged in every age group, including young people. In the first two game testing sessions, it was a relief to see that the helping feature worked as well as it did, without reminders of it, as player pairs could be heard dealing with it in the following way, for example: "Yeesatkaa nyt vähän!" (translation: Help us out!). Overall, according to player feedback, my original intentions of the game board appearance were met: simple, clear, colourful, fun, creative, and pleasing to the eye for both sexes.

As was visible from player feedback, the game instructions are still in need of development; several players commented that the instructions required changes, so that they would be clearer, though most players in the third game testing session did not make such comments. The teacher from the third game testing session, however, did suggest that the instructions could be simplified and clarified with the incorporation of visual aids, such as pictures related to the flow or process of the game. This is a feature that will most likely be added to the game instructions, as visual aids could also shorten game instructions, making them more concise and enhancing their unambiguity. It would also be better if game instructions were shorter, considering that the target group might not be interested in instructions that take a lot of time to read. Obviously, it would not be good if young people are put off the game, because the instructions are

too long for them. The threshold for reading instructions needs to be as low as possible.

#### 5.4 Game Distribution Plans

It was planned that the game would be distributed via the internet to high schools and vocational colleges all over Finland. There are various degree programmes in vocational colleges that could benefit from the game, such as health services and social services. In fact, young people on every degree programme could benefit from the game in the orientation phase, when they are still discovering their personal and professional interests, skills, and strengths. Tenth graders all over Finland could benefit from the game for the same reasons. All three teachers of the testing sessions mentioned that the game would also be useful for the purpose of group spirit and grouping (*ryhmäytyminen*) in educational establishments. There are various courses in vocational colleges and schools that could benefit from incorporating the game into their curriculum, such as health knowledge (*terveystieto*), life view knowledge (*elämänkatsomustieto*), and psychology, of which the introductory segment is now mandatory for all first year students in Finnish high schools.

Other game distribution plans include organizations that do outreach youth work. One such organization, for which the game would be very fitting, is Vamos. For example, in the start-up workshops of Vamos, young people are supported to find their own resources and strengths, as well as plan for the future. Workshop topics include well-being, personal goals, follow-up paths, work and study skills, social and interpersonal skills, inclusion, leisure and other interests, as well as self-knowledge and self-image (*Vamos Starttityöpaja Sörnäinen*). The *Yees!* –board game covers these topics and thus it could be very beneficial for the young people that attend Vamos workshops in all four locations of the metropolitan region: Sörnäinen, Pasila, Herttoniemi, and Espoo.

Other places that could benefit from the game include member organizations of The Finnish Association for Mental Health, mental health skills training, as well as guidance and preparation training for basic vocational education. Yeesi believes the game would be suitable for youth houses as well, and one game player, from the first game testing session, actually suggested this on the other side of her feedback form: “Peli sopii varmasti hyvin esim. nuorisotaloille! ☺” In addition to these distribution destinations, Yeesi

plans on the game being utilized in the association's own elective course beginning in a vocational college.

### 5.5 Consideration of Ethics

From the beginning there were personal and professional concerns about whether the game questions would seem like leading questions, loaded with a particular moral perspective or guidance. Some of the questions certainly parallel personal, liberal values, such as the significance of equality, though this was also a topic specifically mentioned in the background data acquired from the target group. Two particular game features should prevent the questions from feeling too leading: 1) there are no right or wrong answers, and 2) the questions themselves can also be debated and questioned by the game players. In fact, such discussion ought to be encouraged by the game facilitator if it emerges. Nevertheless, as the game creator, I am responsible for the content and characteristics of the game, including its social message. As the veteran game designer Raph Koster puts it, "creators in all media have a social obligation to be responsible with their creations" (2013: 174). Obviously, the game also reflects the principles of Yeesi, as it should, because the game was intended to be a trademark product for them. Thus the collection of game questions actually reflects perspectives and values from three different sources: first and foremost, the young people from whom the background account was acquired; secondly, the principles and philosophy of Yeesi; and lastly, the influence of the game creator's own world perspective, current studies in social services, as well as previous studies in psychology (especially, positive psychology and logotherapy). These are issues that need to be taken into consideration when the game's objectivity, or lack thereof, is evaluated.

Anonymity of individual students, who participated in the acquisition of the background account as well as the game testing sessions, was protected. Names were not inquired in the feedback or observation forms, and names would not be printed in the distributed game. Each class was individually asked if they wanted their class mentioned in the published game material, and their wishes were and will be respected. In each case, the students wanted their class to be mentioned in the game information.

### 5.6 Role of the Facilitator

Based on test sessions it seems that the role of the facilitator ought to be clarified. It has been planned that in the finished game there will be specific instructions regarding the facilitator's tasks. There is a distinct lack of discussion about the facilitator's role in the theory section, beside the mention in the empowerment part that adult participation should be non-directive and non-oppressive. In order for young people to become empowered by the game, adult facilitation of the game needs to be subtle and slight, even invisible if the players are very self-directive and autonomous. The more freedom the players are given to solve their own dilemmas or questions, the better. If they are visibly struggling with some game questions for too long, then intervention is required; a condition already mentioned in the game instructions. It takes considerable situation awareness and sensitivity from the facilitator to know when to intervene and when to leave the players to their own devices.

One problem with the facilitator's role was brought up by the teacher at the third game testing session. This teacher noticed that among some pairs of players, there is one player that is more dominant, or at least more vocal, than the other. This also means that the more vocal one gets the opportunity to voice their opinions and ideas more than their player partner. Obviously, it is not ideal that this happens, as the player relationship is supposed to be one of equality; in other words, both players in the partnership should get to voice their opinion in equal amounts. Thus there needs to be game instructions included regarding how a facilitator ought to intervene in a situation where the other player in the player partnership is not getting enough voice time. An additional instruction could be included for the player pairs themselves regarding giving each other equal voice time. The observation forms, completed by facilitators and outside observers in the game testing sessions, will be checked for more ideas regarding how the facilitator's role and tasks ought to be described in the distributed game instructions.

Being in the facilitator's role need not be experienced as daunting. As the teacher at the second testing session put it: "ei aluksi tiedä, mitä valvoo, mutta selviää kyllä" (translation: at first one doesn't know what to monitor, but it becomes clear). In the testing sessions, the teachers obviously did not have the opportunity to familiarize themselves with the game or its instructions in advance, so naturally they could not be especially prepared to take the role of the facilitator. When the finished game is distributed, obviously professionals would familiarize themselves with the game's content and instructions, before using the game and acting as a facilitator.

## 5.7 Own professional development

I wanted to conduct this bachelor's thesis in the area of supportive mental health work with young people, because that is where I hope to end up professionally. During this entire thesis process, my interest in this particular area of social services has only grown, and I have discovered that I am well suited for the area. I obtained the opportunity to develop my abilities in creating and using participatory and empowering methods with young people, and I believe that this experience has beneficially served my prospective work skills with young people. Carrying out such a sizeable thesis project, though occasionally stressful, has ultimately been very rewarding, in relation to what I have discovered and learned about the lives and well-being issues of young people. Naturally, this is significant insight for me, because this is the client group with which I wish to work in the future. I think I have a lot to offer youth work and mental health promotion, and especially the specific combination of these work orientations. At least I have made a good start in the area, with this mental health board game for young people that I managed to create.

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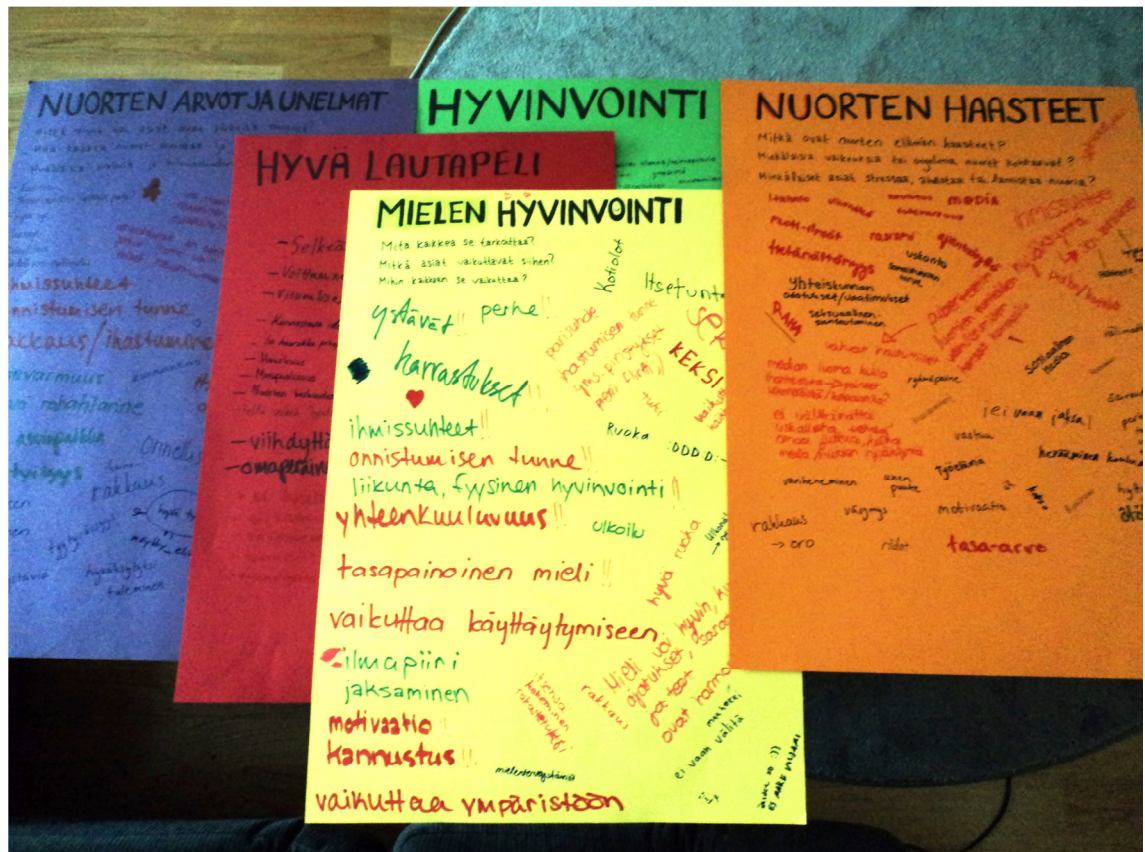
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## Background Account



game testing session 1: teacher's observations

Miltä ohjaajan rooli tuntuu?  
Mikä ohjaajan roolissa on haastavaa? Mikä helppoa?  
Millä tavoilla ohjaajan rooli on tärkeä, vai onko se?  
Miten pelaajat näyttävät suhtautuvan ohjaajaan?

- tiukan paikan tullen opiskelijat kääntyivät ohjaajan (opettajan) puoleen. Hyvän pituudelle he koittivat itse.
- Haastavinta on olla hiljaa, puuttamatta.
- Osa kysymyksistä oli "aikuisillekin" haastavia. (Sopivalla tavalla)
- Jos pelaajat eivät tienneet asiaa, he ilkaitsivat opettajaan leikkisästi.
- Pelistä tuli selkeästi hyvä mieli pelaajille.
- Huippukohta oli kun opiskelijat kertonut itse ratkaisun haastavaan kanteeseen.
- Oli kausi huomata, että opiskelijat olivat kutsuneet toisiaan kohtaan ja antoivat bisiaa.
- Mielestäni aikuisten kanssa ohjaajan rooli on aika mitätön. Rooli voisi olla merkittävämpi, jos pelin saisi puuttua kesken pelin. Toisin tämä voisi laimentaa ryhmän dynamiikkaa.

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## game testing session 2: teacher's observations

### Pelin aikana tarkkaile:

Vaikuttaako siltä, että peli toimii?  
 Miten pelaajat reagoivat pelin ominaisuuksiin?  
 Mikä pelissä vaikuttaa miellyttävän pelaajia?  
 Mitä pelissä kannattaisi muuttaa?  
 Mikä ohjaajan roolissa on haastavaa? Mikä helppoa?  
 Millä tavoilla ohjaajan rooli on tärkeä, vai onko se?  
 Miten pelaajat näyttävät suhtautuvan ohjaajaan?

### Ohjaajan pelihavaintoja (Kirjoitathan mahdollisemman selkeästi, jotta saan selvää tekstistäsi. Kiitos!)

- ALUSSA PELIN STAANOT PAPERILLA JA PUOLISPETTI.  
→ ok.
- 6-HENGEN KÄYNNIT → ok
- "PELIVALUOJILLA" VÄHÄN VAIKEA KUN EI
- TIEDÄ, ON KÄYNNIT → TOIKI SELVÄÄ
- VÄHÄN VÄHÄN SOSIAALISIA TÄHTÖJÄ MITTAAVA PELI
- SIIS
- peli toimii
- pelin ominaisuuksien reagoitua
- toisalta vointokäynnin tiivisnäkö
- vältettiin
- mat. västeet sanat ei vaikeutuneet
- ohjaajan rooli vaikeaa
- mutta keuhkokuumeen peliä
- ohjaaja ok, tärkeä, taroittaa peliä
- ohjaajan mielenkiinto ok.



## game testing session 3 : teacher's observations

### Pelin aikana tarkkaile:

- Vaikuttaako siltä, että peli toimii?
- Miten pelaajat reagoivat pelin ominaisuuksiin?
- Mikä pelissä vaikuttaa miellyttävän pelaajia?
- Mitä pelissä kannattaisi muuttaa?
- Mikä ohjaajan roolissa on haastavaa? Mikä helppoa?
- Millä tavoilla ohjaajan rooli on tärkeä, vai onko se?
- Miten pelaajat näyttävät suhtautuvan ohjaajaan?

### Ohjaajan pelihavaintoja (Kirjoitathan mahdollisemman selkeästi, jotta saan selvää tekstistäsi. Kiitos!)

- Ohjaajan rooli: milloin puuttua, jos joku ei keksi.
- Sanaselitys-kohdassa, voisiko pari mieluummin selittää toisilleen
- Voitto motivoisi enemmän tai että pisteet tulisivat nulle, jotka arvaavat sanan.
- Peli toimi yllättävän hyvin, itse en meinannut heti ymmärtää sääntöjä.
- Voisiko pelin ohjeistukseen liittää esim. kuvia pelitilanteista / värikoodit = sanaselitys / kysymykset / pantomimi...
- Ehkä nuoret eivät hirveästi tarvineet ohjaajaa, paitsi ehkä henkisenä tukena, ellei keksi esim. sanaselityksessä.
- Kysymykset voisi olla kortteilla, ettei voi nähdä vastauksia etukäteen.
- Osallistujat tykkäsivät sanaselityksestä

game testing session 3 = teacher filled in player feedback form

IKÄ:  
SUKUPUOLI:

## Pelipalaute

1) Ympyröi ja perustele vastauksesi yhdellä lauseella.

Oliko peli: Vaikea? Helppo? Sopivan haastava?

*tasoa hyvä tällaisille.*

Herättikö peli: Ajatuksia? Tunteita? Molempia?

*Ehkä ei heti ekalla kerralla herätä keskustelua, mutta kun pelissä harjoannutaan, voisi*

Oliko pelikokemus: Huono? OK? Hyvä? Kiva?

*opiskelijat vapautua kertomaan ajatuksiaan*

Oliko peli motivoiva tai inspiroiva: Paljon? Vähän? Ei ollenkaan?

Mikä oli sinulle haastavin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?

*Itsestä, omasta sisäisestä avautumisen vaikeinta*

Mikä oli sinulle mieluisin aihepiiri: Ihmissuhteet? Oma juttu? Voimat? Maailma?

Toimiko peli: Huonosti? Ihan hyvin? Sujuvasti?

2) Mitä mieltä olet pelialustan ulkonäöstä ja toimivuudesta?

*Oikein hyvä pelialusta ulkoasultaan ja toimivuudeltaan*

3) Mitä muuttaisit pelissä? (Kirjoita niin paljon kuin mieleen tulee! Myös toiselle puolelle paperia saa kirjoittaa!)

*Ohjeistusta vähän selkeämmäksi, jos mahdollista, esim. mallipolku tms. pelin keulusta.*